



CALIFORNIA STATE UNIVERSITY
Stanislaus
DEPARTMENT OF TEACHER
EDUCATION

California State University Stanislaus

Program Handbook Multiple Subject Credential Program (MSCP) Elementary School Teaching

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Please see our web page for resources and links about the Multiple Subject Credential Program:

<https://www.csustan.edu/teachered/elementary-education>

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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. For example, students who take courses in summer and/or winter can be finished in two semesters. Part-time students will take longer. The program is 36 units (which includes student teaching).

How Much Does It Cost?

Full-time students will pay about \$9600 in total tuition (the exact amount varies a little depending on how many courses are taken in summer or winter term). Books will cost extra (about \$700). For financial aid information go to <https://www.csustan.edu/financial-aid-scholarship>

Are Courses Offered at Night or Weekends?

We offer all credential program courses in the late afternoon/evening in Turlock. We also have morning and afternoon options in Turlock. We also offer credential program courses in the late afternoon/evening in Stockton (Methods courses are offered in the Fall). The only part of the program that cannot be completed in the evening is student teaching that takes place the last 16 weeks of the program. Currently we do not offer weekend courses.

Where Can I Take the Program Courses?

Currently we offer the credential program courses in Stockton and Turlock.

Can I Take Only a Few Courses Each Semester?

Many of our students take 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 it is best for them. However, the 16 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 16 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 in elementary schools and obtain pay and credit for student teaching at the same time. We do not provide placements and there are prerequisites needed to be intern eligible and an additional seminar (see intern option) is required.

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

Check with the Teacher Recruitment and Retention Office in DBH 322 (667-3589) for information about CSET and CBEST workshops. TPA preparation is integrated into the MSCP courses. RICA preparation is integrated into Reading Methods course.

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). Therefore, you can be assured that your program meets the highest State Standards. If you go to another state, you will have university transcripts that detail the courses that you completed. You will need to follow that state's credentialing criteria.

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

The State budget has imposed limits on the University and presently we are admitting 120 students in the fall and 90 in the spring. We deny students who have not met proficiency requirements, with low GPA, and those who do not pass or score well on the interview (lack of commitment to the profession, unsuitability to work with children, etc.).

Introduction

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

Welcome to the Multiple Subject Credential Program at CSU Stanislaus, we are happy you chose us to complete your credential.

The CSUStan MSCP is an accredited Education Preparation Program with the Commission on Teaching Credentialing. We adhere to all of the standards and guidelines set up by the State of California. Our program design and curriculum are grounded in our theory of teaching and learning based on our conceptual framework. Our courses are designed to prepare candidates to meet the Teaching

Performance Expectations (TPEs) which are the set of professional knowledge, skills and abilities expected of a beginning level practitioner. 600 hours of clinical practice is part of most of the coursework including student teaching. Candidates are placed in schools that demonstrate commitment to collaborative evidence-based practices, continuous improvement, and reflect socioeconomic and cultural diversity. For a full list of program standards and TPEs please visit <http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

Conceptual Framework

COLLEGE OF EDUCATION

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-4 educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.

College of Education Mission: Preparing Leaders in Learning

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision: Enhancing Lifelong Learning

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

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-14 students, and become advocates for P-14 children and their communities.



Who Answers Your Inquiries?

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

Coordinator of the Multiple Subject Credential Program – Dr. Anne Weisenberg 667-3474 or aweisenberg@csustan.edu

Teacher Education Office - 667-3357 or Esther Villa at TeacherED@csustan.edu

1. Has there been a change in the course schedule?

- When can I meet with an advisor?

Chair of the Department of Teacher Education - 667-3357 or Noelle Won nwon@csustan.edu

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

Field Services Coordinator - 667-3230 Dr. Anne Weisenberg awaisenberg@csustan.edu or Julie Magana jmagana14@csustan.edu

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

Credential Services - 667-3534 or credentials@csustan.edu

- What requirements have I been given credit for?
- When can I apply for my credential?
- Have there been any changes in credential requirements?

Selection & Review Committee – 667-3230 or Julie Magana jmagana14@csustan.edu

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

Department of Teacher Education Appeals Committee - 667-3357

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

Teacher Performance Assessment Tasks – tpa@csustan.edu

Description and Overview

The Multiple Subject 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.

Note: There are no “catalog rights” in credential programs. Requirements, subject to change, 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 Handbook outlines the present requirements at the time of its revision.

Program Sites and Program Options

At this time Credential program courses are offered in Turlock and Stockton.

SITE	PROGRAM OPTION	TIMES
Turlock Campus	16 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.
Stockton Campus	16 week semester courses	Semester Long Program- Evening courses only from 4:00-7:00 or later



PATHWAYS TO THE TEACHING CREDENTIAL

Traditional	Internship Program
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Credential Program	
<p><u>Full-time</u> Semester 1: Coursework Winter/Summer: Coursework Semester 2: Full-time Student Teaching</p> <p><u>Part-time</u> Coursework – 5 or more units per semester over a few semesters Final Semester: One semester of full-time student teaching</p>	<p>Must have 120 hours post B.A. These include MSCP courses EDMS 4110 Reading Methods and EDMS 4150 Methods of Multilingual Ed. (or EDMS 4121 Math Methods if 4150 was completed during B.A.) before being Intern eligible. Intern Seminar Required (additional hours of coursework/support) Option 1: Full-time paid teaching. Two years to complete coursework. Option 2: Complete coursework full or part-time. Internship in lieu of student teaching (16 weeks or 8 weeks): Option 3: The Teaching Foundations Examinations (TFE) tests are used to satisfy one portion of the early completion option of the internship programs. Go to http://www.ets.org for more information on the TFE and other requirements for the early completion internship option.</p>

Traditional Program Description

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 16 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 and complete all four Teacher Performance Assessment (TPA) tasks. The credential program assigns the school for student teaching and tries to place the student close to their 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 Basic Skills Requirement. 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 Subject 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 directly to CCTC for their Preliminary Credential.

Teaching Internship Program Description

The teaching internship program permits students in the Multiple Subject 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 Starts: When to Begin the Program - Summer Term or Spring Semester

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 Spring Semester and continue taking courses through the Summer Term and student teach in the Fall Semester. Methods courses in Stockton are only offered in the fall.

Authorization in the Multiple Subject Credential Program

Bilingual Authorization (BILA)

The BILA prepares holders to teach in bilingual/dual language classrooms, as well as English-only classrooms. The Bilingual Authorization is available in Spanish and other languages. Candidates for the Bilingual Authorization must be able to speak, read, and write in the target language as demonstrated through the CSET LOTE examination. Bilingual Spanish students have the option of meeting the language proficiency requirement by completing EDUC 4460 Cultural Views on Bilingualism. The language proficiency requirement must be met prior to beginning the program. Contact <http://www.cset.nesinc.com/> for CSET testing information.

Certificate in Primary Language Support – Students who are bilingual but lack full proficiency can complete the bilingual credential program and earn the 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 of Spanish, Hmong, Lao, Vietnamese, Khmer, Portuguese, Punjabi or Assyrian, but do not have to be able to read and write the language.

The following matrix provides an overview of the bilingual authorization and the ways in which students can earn the bilingual multiple subject preliminary credential:

**Matrix of Meeting the Bilingual Authorization (BILA) Requirements by Coursework and Examination
As a Preliminary Credential or as a Post Credential**

BILA Language Group	Standard 3 The Context for Bilingual Education and Bilingualism	Standard 4 Bilingual Methodology	Standard 5 Culture of Emphasis	Standard 6 Assessment of Language Competence
Spanish	EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250)	<ul style="list-style-type: none"> ➤ EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250) ➤ EDSC 4215 Reading and Writing in the Content Area: Bilingual ➤ Proof of Experience Teaching in the target language 	EDUC 4460 Cultural Views on Bilingualism or CSET Spanish Subtest V (258)	EDUC 4460 Cultural Views on Bilingualism or CSET Spanish Subtest III (147) or Completion of Spanish Subject Matter Prep Program (SMPP)
Portuguese	EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250)	<ul style="list-style-type: none"> ➤ EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250) ➤ EDSC 4215 Reading and Writing in the Content Area: Bilingual ➤ Proof of Experience Teaching in the target language 	CSU Stanislaus Portuguese Assessment	CSU Stanislaus Portuguese Assessment
Hmong, Khmer & Arabic	EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250)	<ul style="list-style-type: none"> ➤ EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250) ➤ EDSC 4215 Reading and Writing in the Content Area: Bilingual ➤ Proof of Experience Teaching in the target language 	CSET Subtest V Hmong (259) Khmer (261) Arabic (251) OR EDUC 4300 Teaching the History and Culture of the Hmong People for Hmong	CSET (Language of Emphasis) Subtest II Hmong (199) Khmer (201) Arabic (193)
Vietnamese & Punjabi	EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250)	<ul style="list-style-type: none"> ➤ EDUC 4400 Introduction and Foundations of Multilingual Education or CSET World Languages Subtest IV (250) ➤ EDSC 4215 Reading and Writing in the Content Area: Bilingual ➤ Proof of Experience Teaching in the target language 	CSET Subtest V Vietnamese (265) Punjabi (263)	CSET (Language of Emphasis) Subtest III Vietnamese (171) Punjabi (168)

Visit our web-site for additional information at: <https://www.csustan.edu/teacher-education/bilingual-program>

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 bilingual authorization.

I. General Requirements

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

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:

<https://www2.calstate.edu/apply>

Application to the University requires official **transcripts** and a separate fee—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 admitted as graduate students to continue in the program.

Applications to the Multiple Subject Credential Program must be submitted by mail or in person to Credential Services in DBH 303 on the Turlock Campus or the Stockton Center in the Acacia Building by the application deadline. **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 if they have passed the Basic Skills Requirement and all sections of the CSET Multiple Subject Exam.

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 are cleared and do **NOT** need to reapply for the “clearance.” To print new copies of the application for “clearance” 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. Take a copy of the Livescan 41-LS form to a Live Scan station to have your fingerprints taken. Your fingerprints will be electronically forwarded to the Commission. Keep a copy for your records. For a list of livescan locations, go to the following link. <http://caag.state.ca.us/fingerprints/publications/contact.html>.
2. Go to the California Commission on Teacher Credentialing online at <http://www.ctc.ca.gov>.
 - **CLICK ON “Services for Educators” tab**, found on the center of the page.
 - **CLICK ON “Apply for a New Document” tab**
 - **CLICK ON “Submit your application online”** you will then be asked to enter your Social Security number and date of birth, click “**ok**” once you enter this information. If no record is found you will be asked to enter the same information a second time, click “**ok**”.
 - Click on the “**Create Person**” tab found on the left hand side. Enter your personal information and click “**save**”.Complete the same process for your address and click “**save**” and click “**next**”.
- Under “**Web Applications**” click on the “**create new**” tab and under Document/Authorization Pick click on the drop

down arrow and select “**Certificate of Clearance**” for both category and title. Click “**next**” for the next process. You will now be asked ten questions continue clicking “**next**” after you have answered each question and complete the rest of the online application. Using a VISA or MasterCard debit or credit card, pay the authorized transaction fee of **\$52.50 (paying a higher fee indicates incorrect process)**. 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 PACKET 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 are valid for five-years. Individuals may view the status of their Certificate of Clearance application on the search for an educator page at <http://www.ctc.ca.gov>.

II. Competency Requirements

1. CSET Multiple Subject Examination - www.cset.nesinc.com

With their application, all candidates must submit proof of passage of the three subtests of the CSET Multiple Subject Examination (Submit photocopy). Passage is required by the MSCP application deadline. Candidates in the CSU Stanislaus Liberal Studies program may be eligible for subject matter waiver (if minimum GPA requirement is not met, ALL CSETs must be passed instead).

It is highly recommended that all applicants pass all subtests before beginning coursework.

Passage of all three subtests of the CSET: Multiple Subject and Basic skills requirement (below) are required before student teaching. Note: CSET exams are valid for 10 years before they expire.

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 may submit copy of official score report.

2. Basic Skills Requirement

With their application, all candidates must submit proof of passage of **ONE** of the following options:

- a) CBEST EXAM* (all 3 sections) -www.cbest.nesinc.com
- b) CSET Writing Skills Exam*-www.cset.nesinc.com
- c) CSU Early Assessment Program (EAP-English and Math taken in Spring of 11th grade with a “College Ready” or “Exempt” score).
- d) CSU Placement Examinations- English Placement Test (EPT) with a score of 151 and Entry Level Math (ELM) with a score of 50).
- e) *Combination of scores from the EAP and EPT/ELM*

* Passage is required by the MSCP application deadline.

3. Reading Instruction Competence Assessment (RICA) - 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 reading methods course- (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.

4. California Teacher Performance Assessments (CA TPAs)

Teacher candidates must complete and pass the four 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.ctc.ca.gov/educator-prep/TPA-California-candidates.html>.

5. CPR Requirement

The California Commission on Teacher Credentials (CCTC) requires that all students applying for a Preliminary Credential demonstrate that they have “**infant, child, and adult CPR certification which meets the criteria of the American Heart Association or the American Red Cross.**”

6. **OPTIONAL – Preliminary Educational Technology Requirement Examination** -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:

- a) Pass the **two** subtests of the **Preliminary Educational Technology Requirement Examination (CSET 133 & 134)**, www.cset.nesinc.com. OR
- b) Take EDIT 4170 Educational Technology Foundations course for 2 units after being admitted to the credential program

III. Admission 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- For non CSU or Out of State students**

There are two ways to meet this requirement:

- a) Complete an upper-division English composition course OR
- b) CBEST writing score of 41 or better.

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. **Pass CSET Multiple Subject Examination** –See #1 in Competency Requirements.

4. **Meet Basic Skills Requirement** – See #2 in Competency Requirements.

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 Community Colleges are as follows: MJC - POLSC 101, 102, or 110, HIST 101; Delta College - HIST 17A, 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 Community Colleges are as follows: MJC – Psych 141 or Child Develop 103; Delta College – CDEV 21; Merced College – CDEV 01; Columbia – Child 1 or Psych 10)

3. **Second Language Experience**

Non-Bilingual authorization (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 College units of foreign or sign language or 1 year of high school foreign language with a grade of C or better. If you must take a class, Spanish 1000 is recommended and offered summer, fall, and spring terms at CSU Stanislaus.

Bilingual Authorization– Pass Language Proficiency Exam in EDUC 4460 for bilingual Spanish or CSET LOTE <http://www.cset.nesinc.com/>

V. Credential Basic Program Course Requirements – Total 36 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.

Summer Term

EDMS 4100 (LIBS 3200) Foundations of Education in a Diverse Society (Note: EDUC 4200 Diversity and the Classroom meets this requirement)	3 units
EDMS 4150 (LIBS/ENGL 4800) Methods of Multilingual Education (Not for Bilingual students)	3 units
EDSE 4160 Foundations of Special Education	1 unit
KINS 4165 School Health and Safety (HLTH 4165 meets this requirement)	1 unit
EDIT 4170 Educational Technology Foundations* (*Note: Passage of the two subtests of CSET Preliminary Educational Technology Requirement Examination meets this requirement – register at www.cset.nesinc.com)	2 units

In Summer there are a limited number of sections. It is recommended students take them whenever they can fit them into their schedule

Semester 1 - Fall or Spring

EDMS 4110 Reading/Language Arts Methods	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
EDMS 4150 Methods of Multilingual Education (or EDUC 4400 for Bilingual students)	3 units

Semester 2 – After passing CSET and Basic Skills Requirement and completing co-requisite courses and program courses

EDMS 4190 Student Teaching Practicum I	4 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 ONE course-EDMS 4100, EDIT 4170, EDSE 4160, or KINS 4165 during student teaching if they were unable to fit one into the previous schedules. However, no more than 3 extra units allowed.)

VI. Bilingual Authorization Credential Course Requirements – Total 39 units

Note: EDMS 4100 and EDUC 4400 may be taken prior to formal admittance to the credential program. All other courses can only be taken after being admitted to the program.

Summer Term

Note: These can be taken in any order in Summer, Fall, or Spring

EDMS 4100 (LIBS 3200) Foundations of Education in a Diverse Society (Note: EDUC 4200 Diversity and the Classroom meets this requirement)	3 units
EDSE 4160 Foundations of Special Education	1 unit
KINS 4165 School Health and Safety (HLTH 4165)	1 unit
EDIT 4170 Educational Technology Foundations* (*Note: Passage of the two subtests of CSET Preliminary Educational Technology Requirement Examination meets this requirement – register at www.cset.nesinc.com)	2 units

There are a limited number of sections during summer term. It is recommended students take them whenever they can fit into the class schedule.

Semester 1 -

EDMS 4110 Reading/Language Arts Methods	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
EDUC 4400 Introduction and Foundations of Multilingual Education (EDUC 4430 is OK)	3 units
EDUC 4460 Cultural Views on Bilingualism	3 units

Semester 2 – After passing CSET and Basic Skills Requirement 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	4 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 ONE course- EDMS 4100, EDIT 4170, EDSE 4160, or KINS 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 Subject 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. See Intern Handbook at https://www.csustan.edu/sites/default/files/u3226/2017-18_mscp_intern_handbook_1.pdf

The intern program is designed for students to teach full 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 9 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 the Basic Skills Requirement
- passed college coursework or exam on U.S. Constitution
- complete 120 post B.A. hours of coursework in the MSCP (EDMS 4110, EDMS 4150-or EDMS 4121 if 4150 was taken during B.A.)
- 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) or current emergency substitute teacher permit

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 contact Credential Services to begin the Intern credential application process.

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 During Credential Program

NOTE: All interns must register and attend the University Extended Education EDUC 6538 Intern Teaching Seminar Offered on Saturdays each semester they are interning.

Prerequisite to Internship: Must be taken post B.A.

EDMS 4110 Reading/Language Arts Methods	5 units
EDMS 4150 Methods of Multilingual Education	3 units
(if EDMS 4150 or equiv. is taken during the B.A., then students may substitute EDMS 4121 Math methods for it)	

Internship Semester 1 (11 units – 6 course units and 5 student teaching units)

EDMS 4121 Mathematics Methods	3 units
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 (7 units - 3courses units and 4 student teaching units)

EDMS 4190 Student Teaching Practicum I	4 units
EDMS 4130 Science and Health Methods	3 units

Internship Semester 3 (6 units)

EDMS 4100 Foundations of Education in a Diverse Society	3 units
EDMS 4140 History/Social Science and Visual and Performing Arts Methods	3 units

Internship Semester 4 (4 units)

EDIT 4170 Educational Technology Foundations	2 units
EDSE 4160 Foundations of Special Education	1 unit
KINS 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**

Completed courses:

EDMS 4100 Foundations of Education in a Diverse Society	3 units
EDMS 4110 Reading/Language Arts Methods	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
EDMS 4150 Methods of Multilingual Education	3 units
EDSE 4160 Foundations of Special Education	1 unit
KINS 4165 School Health and Safety	1 unit
EDIT 4170 Educational Technology Foundations	2 units

Internship: One Semester (12 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	4 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:

- a. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields

- b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- c. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- d. Meet the requirements for teacher fitness.

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	4 units
EDMS 4191 Student Teaching Practicum II	5 units
KINS 4165 School Health and Safety	1 unit

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
- Show proof of CPR certification

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 on first attempt (you only get one attempt) for early completion option.

Candidates 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.

Program Term and Semester Offerings

Below is a listing of the courses that are typically offered each semester and in summer term. Courses in green are also offered at Stockton Center

TERM	SUMMER TERMS		FALL SEMESTER	SPRING SEMESTER
MEETING DATES	Term 1 Mid-June to Mid-July	Term 2 Mid-July to Mid-August	August to December	January through May
COURSES TYPICALLY OFFERED IN EACH TERM OR SEMESTER	EDMS 4100* EDSE 4160* KINS 4165* EDIT 4170*	EDMS 4150* EDSE 4160* KINS 4165* EDIT 4170*	EDMS 4100 EDMS 4110 EDMS 4121 EDMS 4130 EDMS 4140 EDMS 4150 EDSE 4160 KINS 4165 EDIT 4170 EDMS 4180 EDMS 4190 EDMS 4191 EDUC 4400/4430 EDUC 4460	EDMS 4100 EDMS 4110 or 4112 EDMS 4121 EDMS 4130 EDMS 4140 EDMS 4150 EDSE 4160 KINS 4165 EDIT 4170 EDMS 4180 EDMS 4190 EDMS 4191 EDUC 4400/4430 EDUC 4460
	WINTER TERM			
	EDSE 4160* KINS 4165* EDIT 4170*			
	*Limited offerings			

Sample Ways to Complete the Credential Program

Note: These are only samples for full-time students. Actual courses 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/FALL START - SAMPLE SCHEDULE

SUMMER/WINTER TERMS	FALL SEMESTER	SPRING SEMESTER
EDMS 4100 Foundations EDMS 4150 Methods of Multilingual (non Bilingual students) EDIT 4170 Technology EDSE 4160 Special Ed KINS 4165 Survey Health	EDMS 4110 Reading EDMS 4121 Math EDMS 4130 Science/Health EDMS 4140 Social St/Arts EDUC 4400/4430 Bilingual EDUC 4460 Bilingual	EDMS 4180 Classroom Management/Prof Practices EDMS 4190 St. Teaching I EDMS 4191 St. Teaching II
*Limited sections offered Total Units 10	Total Units 14 (20 Bilingual)	Total Units 12

OPTION 2 - SPRING START - SAMPLE SCHEDULE

SPRING SEMESTER	SUMMER/WINTER TERMS	FALL SEMESTER
EDMS 4110 Reading EDMS 4121 Math EDMS 4130 Science/Health EDMS 4140 Social St/Arts EDUC 4400/4430 Bilingual EDUC 4460 Bilingual	EDMS 4100 Foundations EDMS 4150 Methods of Multilingual EDSE 4160 Special Ed. KINS 4165 Survey Health EDIT 4170 Technology	EDMS 4180 Classroom Management/Prof Practices EDMS 4190 St. Teaching I EDMS 4191 St. Teaching II
Total Units 14 (20 Bilingual)	*Limited sections offered Total Units 10	Total Units 12

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 2 units or 30 hours of language training in a High Intensity Language Training (HILT) Program as verified by a transcript or certificate of completion.
3. Completion of one year 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 you submit the completed application folder to Credential Services, the Department of Teacher Education will schedule 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 (SB2042 or Bilingual Authorization) **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. Passage of the CSET Multiple Subject Examination **and** Basic Skills Requirement is necessary. Courses where a C- was earned will need to be retaken.

Intern teachers complete their student teaching as part of their paid teaching assignment, provided the assignment meets the criteria for diversity or Bilingual Authorization program (for example, at least 25% of the students in the classroom come from diverse backgrounds, and, for Bilingual Authorization, 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

CSU Stanislaus Undergraduate Students 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 Credential Services, 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:

- a. Satisfactorily completed 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 submit it to Credential Services.
- d. CPR certification

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning credentialing requirements are available from Credential Services in Demergasso Bava Hall, Room 303, 209-667-3534

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.

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 once per month, except in the summer. Responses to petitions are e-mailed to the students. Petition can be found online and in Appendix.

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 an accredited private or public school prior to beginning the student teaching semester

may apply to receive credit for 8 weeks of the student teaching requirement. Contact the Program Coordinator for detailed information.

4. Student Teaching in Private Schools

Students can petition to complete 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 |
| 5) population meets the diversity requirement | 6) May need to complete an additional 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of the California's student population |

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 16 weeks, the principal agrees to place the student teacher in a student teaching assignment for the remainder of the time needed to equal to 16 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 approved 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) The student may use a long-term substitute assignment to meet all or half of their student teaching placements. The student must meet the same timelines as established for intern teachers.
- 8) The school 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) The student has met all criteria for student teaching prior to their long-term substitute placement.
- 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 16 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 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) The student has met all criteria for student teaching prior to their long-term substitute placement.
- 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 16 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 approved 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:

- 1) 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.
- 2) Student is an intern in a district that does not meet the 25% language and ethnic diversity required for the SB 2042 credential and needs to do one 8-week student teaching placement in another school.
- 3) Student is a teacher in a private school and needs to complete student teaching when the private school is off in the summer.
- 4) 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.
- 5) Student is moving out of the area and needs to complete the student teaching before moving.
- 6) 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.
- 7) 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 student in the Multiple 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 or current emergency substitute permits from the California Commission on Teacher Credentialing may advance to student teaching. Students whose Certificate of Clearance 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, TPA, 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 Basic Skills Requirement 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 Credentialing for more details for this option.

13. Teacher Performance Assessments (TPAs)

Students are required to pass all four TPA tasks and submit permission slips before they can be recommended for a credential. Consult the TPA Candidate Handbook <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>

14. Summative Assessment of Student Teaching

The Summative Assessment of Student Teaching is conducted cooperatively between the cooperating teacher and university supervisor.

If both the cooperating teacher and university supervisor ARE IN AGREEMENT that the student teacher has met the required number of items under each Teacher Performance Expectation (TPE) to meet the TPE, then the supervisor can grant CREDIT for Student Teaching Practicum II.

If both the cooperating teacher and university supervisor ARE IN AGREEMENT that the student teacher has NOT met the required number of items under each TPE to meet the TPE, then the supervisor can grant NO CREDIT for EDMS 4191 Student Teaching Practicum II.

If the cooperating teacher and university supervisor ARE NOT IN AGREEMENT that the student teacher has met the required number of items under each TPE to meet the TPE, then the cooperating teacher and university supervisor will each submit their reasons for their positions on credit to the Selection and Review Committee. The Selection and Review Committee will decide on whether the student teacher should receive credit or no credit for EDMS 4191 Student Teaching Practicum II.

Professional Dress for School Visits and Student Teaching

Most schools in which our students do observations and student teaching require teachers to “dress professionally.” Many School Districts have 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 tank tops | - No leggings |
| - No shorts | - No crew-neck T-shirts | - No sweat pants |

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.

C. Continuance in Good Standing Policy

In order to continue in the program in good standing, a Credential Candidate must:

- 1) Maintain a GPA of 3.0 (B) or better with no grade lower than a "C" and obtain a "Credit" grade in courses graded Credit/No Credit).
- 2) Pass all course assignments and exams with at least a "C." Courses below a C will need to be retaken
- 3) Follow ethical and professional standards established by CSU Stanislaus Credential Programs, California Commission on Teacher Credentialing (CCTC) in all coursework and fieldwork. Standards of conduct are noted in the University catalog, faculty syllabi, and in the Credential Program Handbooks and include:
 - a) Professional Dispositions
 - i) Demonstrates openness to critical assessments of progress.
 - ii) Believes that all students can learn. A credential candidate seeks to meet the diverse needs of students, including English learners and students with special needs.
 - iii) Values diversity and advocates for social justice. A credential candidate 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.
 - iv) Maintains flexibility in planning and implementing instruction to meet the needs of all students.
 - v) Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
 - vi) Participates in required program activities
 - vii) Makes satisfactory progress in meeting requirements.
 - viii) Reflects and self-assesses to improve practice.
 - ix) Collaborates effectively.
 - x) Handles Confidential Information Professionally. A credential candidate shall not disclose information about students or cooperating teachers obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A credential candidate shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs and faculty.
 - b) Effective Communication
 - i) Communicates effectively, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
 - ii) Addresses colleagues, university faculty and staff, and school site personnel in a professional and positive manner. Violence, threats of violence, intimidation, stalking and similar behaviors towards K-12 students, university students, school site personnel and/or university employees on the part of credential candidates shall lead to immediate dismissal from the credential program.
 - iii) Deals effectively and professionally with disagreements.
 - c) Appropriate Professional Appearance
 - i) Maintains an appropriate professional appearance.
 - ii) Follows the dress code standards set by the school district in which fieldwork or student teaching is taking place.
 - d) Punctuality, Late Assignments, Preparedness
 - i) Meets deadlines for assignments.

- ii) Notifies cooperating teacher/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
 - iii) Attends courses regularly and punctually and/or reports to field site regularly and punctually. 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. If two (2) unexcused absences or three (3) “tardies” and/or early departures occur in the same class, the Student Concern Profile procedure will be initiated.
- e) Academic Integrity
- i) Plagiarism - All submitted course work must be the credential candidate’s own work and no one else’s, unless expressly permitted by the instructor.
 - ii) Examinations and Quizzes - Credential candidates may not give, receive, or use unauthorized assistance during an examination, from another person’s notes or other communication.
 - iii) Coursework – Credential candidates may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Student must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
 - iv) Lab, Clinical and Field work – Credential candidates 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.
 - v) TPA – Follows all the procedures established by CCTC in the preparation and submission of Teacher Performance Assessment tasks. Failure to follow CCTC guidelines on “original work” in the TPA will lead to immediate dismissal from the Credential Program.

D. Monitoring of Credential Candidate Dispositions

It is the duty of all program faculty and cooperating teachers to monitor the dispositions of candidates in the credential programs.

It should be emphasized that the goal of such monitoring is to allow for and support corrective action on the part of the credential candidate so as to lead the candidate to successful completion of the program.

When a faculty member becomes aware of behaviors that may imperil a candidate’s success in the program, he/she should use the Credential Candidate Concern Profile and follow the steps delineated in it. Careful documentation should support the use of this form. Documentation should include dates of absences, “tardies,” and/or early departure from class and anecdotal information which support the instructor’s concern.

Step 5: If the behavior persists after the implementation of the Improvement Plan or new concerns arise, the Program Coordinator will submit this information to the program’s Selection and Review Committee with appropriate documentation.

Find Credential Candidate Concern Profile Form in the appendix

Procedures for Review of Credential Candidates

A review of all credential candidates, including dispositions, current GPA and professional conduct in classes and/or in fieldwork will be conducted by the Program Coordinator at the end of each semester.

Automatic Recommendation for Probationary Status in the Credential Program

The Program Coordinator will place a credential candidate on probation for the following reasons:

- 1) Failure to maintain appropriate academic progress in credential coursework. A candidate will be placed on probation after the first semester in which a MSCP, SSCP and/or Special Education candidate earns a grade of “C” any program course.

- 2) Excessive absences/“tardies” – If a candidate misses 2 class sessions or is “tardy” or leaves class early three (3) times, the candidate shall be placed on probation.
- 3) A minor violation of an ethical or professional standard of conduct.

The Program Coordinator or, if appropriate, the Selection and Review Committee for that program, will notify the credential candidate in writing of placement on probation. Probation will be removed one semester after the candidate is shown through a review by the Program Coordinator or, if appropriate, the Selection and Review Committee, to be in regular attendance in the program courses and the candidate receives all grades of B or better in program courses and the grade point average in is 3.0 or better.

Placement on Administrative Leave

A Program Coordinator may order the immediate removal and placement on administrative leave of a credential candidate whose behavior is, in the sole judgment of the coordinator, severe. Such leave shall be effective for the time prior to the meeting of the Program S & R Committee and immediately after while awaiting the decision of the Committee. The Program Coordinator shall communicate this decision to the candidate in writing.

Automatic Recommendation for Dismissal from the Credential Program

The Program Coordinator will recommend to the Program Selection and Review Committee that a credential candidate be dismissed from the program:

- 1) for lack of professional conduct in coursework, fieldwork or in the community.
- 2) for lack of academic progress under any one of the following circumstances:
 - a) The candidate receives a second “C” in any program course after being on probation
 - b) The candidate receives a “D” or “F” in any program course
 - c) The candidate maintains a grade point average below 3.0 in program courses
 - d) The candidate is unable to pass CSET within two years after being conditionally admitted to the program.
 - e) The candidate receives a “No Credit” in any student teaching placement.
- 3) for lack of regular and punctual attendance under any one of the following circumstances:
 - a) The candidate continues to be “tardy” to or leave early from the class or field site and does not maintain punctuality after being warned.
 - b) The candidate has more than a total of five unexcused class absences in one semester across all the courses.
- 4) if the school administrator, cooperating teacher, or university supervisor recommends that the candidate:
 - a) Be removed from the classroom of assignment for student teaching
 - b) Not be allowed to complete the guided solo or solo components of the student teaching program.

CREDENTIAL CANDIDATES IN THE MULTIPLE SUBJECT, SINGLE SUBJECT AND/OR EDUCATION SPECIALIST PROGRAMS WHO ARE DISMISSED FROM STUDENT TEACHING PRIOR TO CENSUS DAY MUST DISENROLL FROM PROGRAM COURSES.

Procedures for Use of the Credential Candidate Concern Profile Form

Step 1: For minor violations of policies and/or dispositions, the instructor discusses the behavior privately with the credential candidate. The instructor completes Step 1 of the Credential Candidate Concern Profile and both sign the form. The instructor keeps the signed form. (For significant violations, skip Step 1 and proceed to Step 2).

Step 2: For significant violations of policies and/or dispositions or if the credential candidate behavior(s) discussed in Step 1 persists, the instructor completes Step 2 of the Credential Candidate Concern Profile

Form and submits it to the Program Coordinator. Along with this new form, the instructor also submits the form completed in Step 1 (for persistent behaviors).

Step 3: If Credential Candidate Concern Profile Forms are received from two instructors, the Program Coordinator will convene a meeting of the instructors completing the forms to clarify the concerns and discuss possible remediation.

Step 4: The Program Coordinator, in consultation with the instructors who submitted the Credential Candidate Concern Profile Forms, will meet with the candidate to write an improvement plan.

Meeting of the Program Selection and Review (S & R) Committee

The Program Coordinator will notify the credential candidate via email, telephone call or letter that he/she is being recommended for dismissal from the credential program. Such notification will include the date, time and location of the meeting and an explanation of the rights of the candidate including the right to review any documents related to the reason for dismissal, present evidence on his/her behalf and be represented by an advocate at the meeting.

Within five (5) academic workdays, the Chair of the S & R Committee will notify the candidate in writing of the decision of the S & R Committee.

Appeals of Decisions of the Selection and Review Committee

A credential candidate in the Multiple Subjects (MSCP), Single Subject (SSCP) or Education Specialist (Special Ed) Credential Program may appeal a decision of the Program S & R Committee. The appeal is made to the Department of Teacher Education Appeals Committee (DTEAC).

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

1. Admission to program
2. Retention in program

The following will not be reviewed by the DTEAC:

1. Appeals/exceptions to program requirements or deadlines
2. Grade appeals (These must follow University procedures as stated in the CSU Stanislaus *Catalog*).

Appeals Process

- 1) Before making an appeal, the candidate must request a meeting with the Chair of the Program S & R Committee within five (5) academic workdays of receiving the letter 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 candidate may submit in writing an appeal:
 - a) to the DTEAC
 - b) along with a copies to the appropriate S & R Committee Chair and
 - c) the Chair of the Department of Teacher Education.

The appeal must be submitted within five (5) academic workdays of the meeting with the appropriate S & R Committee Chair. The candidate's appeal must specify what policies and/or procedures were not followed and supply written documentation.
- 3) The Chair of the Department of Teacher Education will convene the DTEAC within ten (10) academic workdays of the reception of the candidate's written appeal unless extenuating circumstances make it impossible. The Chair of the Program S & R Committee that rendered the decision will forward to the DTEAC all pertinent written documentation regarding the decision the candidate is appealing.
- 4) The Chair of the DTEAC will notify the candidate via email, telephone call or letter of the date, time and location of the meeting and an explanation of the rights of the candidate including the right to review any documents related to the decision, present evidence on his/her behalf and be represented by an advocate at

the meeting. Said meeting will take place within ten (10) academic workdays of the reception of the credential candidate's written appeal, unless extenuating circumstances make it impossible.

- 5) The Chair of the DTEAC will inform the credential candidate and the appropriate S & R Committee chair in writing of its decision within five (5) academic workdays of the meeting.
- 6) No further appeal may be made to DTEAC.

Leave of Absence Policy

Once admitted to the MSCP, candidates must take at least **one course** each semester and at **least three 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, candidates 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.

Candidates 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 five years and then will be discarded.

Candidates 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.

Candidates who have been out of program for three 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 the first page of the Credential Application.
- Submit Form I Statement of Intent
- Pay a fee of \$30.
- Submit the packet within the timelines established by the Multiple Subject Credential Program.
- Go through the interview process.
- If the student's file has been discarded students will need to submit a complete application packet.

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 professor 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 professor 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.

Limitation on Time to Complete Program

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

Transfer of Credential Courses from Other Universities

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

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.

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

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>

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 write Task One during first semester but submit the task during the first week of student teaching. Candidates then complete Tasks Two, Three, and Four while in their student teaching placement.

Is there a fee for taking the CA TPA at CSUS?**There are fees for taking TPAs. These fees concern failed tasks, missed deadlines, and emergency scoring.**

1. Failed Tasks: Candidates who fail a task or tasks are referred to University Extended Education. After paying a scoring fee, candidates have the opportunity to revise their task or tasks and to resubmit them. There is no set deadline for resubmission, but two weeks is recommended. There is no limit on how many times a candidate may retake a task; however, the candidate must pay the full cost of resubmission each time.

2. Missed Deadlines: Candidates must adhere to the submission deadlines:

https://www.csustan.edu/sites/default/files/u3226/2017-18_mscp_intern_handbook_1.pdf. Failure to adhere to the deadlines means that the task is late. Late tasks must be submitted through University Extended Education and the candidate is responsible for all fees associated with resubmission. See

<http://www.extendeded.com/teachereducation/tpa.html> for more information.

3. Emergency Scoring: If a candidate wishes to have scores returned earlier or outside of the normal deadlines, then the candidate can pay UEE for the service. The fee is the same as the fee for resubmitting a task or tasks.

Do I have to attend a “class” for the CA TPA?

No class, but, information for the TPA will be given at a mandatory TPA orientation. 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?

While candidates receive practice exercises as part of their coursework to prepare for TPA, all work must be the candidates own and unaided work. Students may not collaborate with other students on the tasks, use course assignments as part of their submissions, or seek assistance from other professionals in the field. Candidates sign an honor code when creating their TaskStream accounts to attest that the work presented for scoring is their own. Candidates can contact the TPA Coordinator (tpa@csustan.edu) for procedural information or consult the Cal TPA handbook here: <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>.

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. However, faculty cannot read the work that you intend to submit for TPA, as all work must be unaided and your own.

What materials will I have to complete the TPA?

The handbook provides an overview of the CA TPA tasks, guidelines, and directions.

Candidates will also have access to benchmark responses on the TaskStream TPA Orientation Site. These benchmark papers will give candidates examples of responses that received a score of “4”. These are available online. Candidates can download the handbook from <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>

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 (Permission slips are required)
 - 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 (Permission slips are required)
 - 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.

TPA Scoring Policies

Resubmission of Failed or Late Tasks/Emergency Scoring

Candidates who fail a task or tasks must resubmit their work through University Extended Education under the TPA Resubmission Program and pay all associated fees. There is no limit to the number of times a candidate may retake a TPA. In addition, candidates who fail to submit their tasks by the posted deadlines must also resubmit their tasks through the UEE TPA Resubmission Program and pay all associated fees. Candidates who seek emergency scoring of their tasks outside of the normal deadlines may do so through UEE TPA Resubmission and pay the same fees as those students who have failed a task or missed a deadline.

Below is the schedule of fees:

Task One: Case Studies - \$185.00

Task Two: Designing Instruction - \$185.00

Task Three: Assessing Learning - \$185.00

Task Four: Culminating Teaching Experience - \$200.00

Please visit https://www.csustan.edu/sites/default/files/u3226/2017-18_mscp_intern_handbook_1.pdf for more information.

Appendix

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.

Selection and Review Petition Form
Send all copies to: Teacher Education Department, DBH 330
One University Circle, Turlock, CA. 95382

Student Complete Name _____ Date Submitted _____

CSU Stanislaus Student ID # _____ Day Phone _____

Email: _____ Please check one: MSCP SSCP ESCP

Type of Petition (Fill in all areas that apply)

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

Leave of Absence for _____ and Return to Program _____ Semester / year semester / year		
The Selection & Review committee has reviewed your request for a leave of absence from the 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>	Approved	Denied

Course Substitution - Please attach appropriate documentation such as course catalog description, syllabus, etc.

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

Other Requests for Exceptions to MSCP, SSCP, or ESCP Credential Program Requirements

	Approved	Denied

 Selection & Review Meeting Date

 Committee Chair Signature

Please supply name and address here:

Name

Mailing Address

City

State

Code

Zip

***Comments (office use only)**

MULTIPLE SUBJECT CREDENTIAL PROGRAM: RECORD OF CLINICAL PRACTICE

EXPERIENCE (description)	Term/DATE	Hours	GRADE Level	SCHOOL NAME	PRINT TEACHER NAME	TEACHER SIGNATURE	ACTIVITIES
EDMS 4100 Foundations		10 hrs					
EDMS 4110 Reading Methods		15 hrs					
EDMS 4121 Math Methods		15 hrs					
EDSM 4130 Science Methods		10 hrs					
EDMS 4140 History/Social Science Methods		10 hrs					
EDMS 4150 Methods of Multilingual		10 hrs					
Student Teaching		380 hrs.					
Co-Teaching/Solo Teaching (Student Teaching)		100 hrs.					
Misc. (extend student teaching, substitute teaching, other courses etc.) add rows to be specific		50 hrs.					
For Concurrent students-extended clinical practice		150					
For Candidates teaching at a Private school- additional hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of the California's student population		150					
TOTAL HRS.		600					

CTC Standard 3A Requirement is 600 hours