



Department of Teacher Education Handbook

Multiple Subject (MSCP), Single Subject (SSCP), and Education Specialist (ESCP) Credential Programs

TURLOCK CAMPUS

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

STOCKTON CENTER

Acacia Court
612 E. Magnolia St.
Stockton, CA 95202

For pre-admission advising, information regarding the credential program application process, and questions related to applying for a preliminary credential contact:

Credential Services Office
Demergasso-Bava Hall,
DBH 303 (209) 667-3534

You can also visit the
website:

<http://www.csustan.edu/credentials>

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.

Introduction

This handbook is designed to provide an overview of the requirements for a teaching credential. It is our explicit hope that the information in this document will make the process of earning a credential as understandable and transparent as possible.

The CSU Stanislaus Teacher Education Programs are accredited by the Commission on Teaching Credentialing. We adhere to all of the standards and guidelines set up by the State of California. The design and curriculum of the programs are grounded in theories of teaching and learning. 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. Clinical practice is integrated throughout coursework and fieldwork. 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> and <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-program-standards-pdf?sfvrsn=20>.

Vision

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

CSU Stanislaus, College of Education, Kinesiology and Social Work has an enduring commitment to the preparation of professionals who are: competent in their chosen areas, able to integrate subject-matter content with pedagogy appropriate to their field of study, culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners, committed to self-assessment and reflection, partners, educational advocates, and leaders at the school level and in the wider community, and, users of technology that enhances teaching and learning.

WHY TEACHERS MATTER

Socio-economic advantages, language, disabilities, and race too often predict academic outcomes in the Central Valley. It is increasingly urgent for schools to improve educational achievement, and break the persistence of inequity. The Teacher Education Department deepens this commitment by recruiting, preparing, and supporting educators who are strongly equipped to make sure that all students* succeed, regardless of circumstance.

** This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners.*

Pathways to the Teaching Credential

The CTC reviews all programs in the State of California regularly. The College of Education, Kinesiology, and Social Work (COEKSW) at CSU Stanislaus is fully accredited by the CTC. Therefore, you can be assured that our 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.

There are numerous options for program pathways. See the Appendices for program-specific coursework and information.

The teaching internship program permits students in a 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.

Refer to the **Department of Teacher Education Intern Handbook** if you are interested in learning more about this option.

Admission Requirements

For admission into any credential program, the following requirements must be met:

1. English Composition (For non-CSU or out-of-state applicants) 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 (grade level experience dependent on credential program requirement). 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. Meet Subject Matter Competency- CSET or Subject Matter Preparation Program. See individual credential program appendix for exact requirements.
4. Meet Basic Skills Requirement (BSE) - Must meet one of the following options and submit proof of passage:
 - a) CBEST EXAM (all 3 sections) - go to www.ctcexams.nesinc.com for more information and to register for the CBEST exam.
 - b) CSET Writing Skills Exam- www.ctcexams.nesinc.com
(This option is only for students who complete the Multiple Subject Program CSETs.)
 - 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) College Board (AP)- English score of 3 **and** Math score of 3.
 - f) ACT Examination- English score of 22 **and** Math score of 23.
 - g) College Board SAT Examination- English score of 500 **and** Math score of 550.
 - h) Pass a (BSE) from another state- Search the list of exams from other states accepted by CCTC.

5. American Government/ Constitution- See individual credential program appendix for exact requirements.
6. Second Language Experience- See individual credential program appendix for exact requirements.

Application and Admission

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 each specific credential program must be submitted by mail or in person to Credential Services in DBH 303 on the Turlock Campus or to 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 may be considered for Special Admission if they have met competency requirements.

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 CTC. Background checks are conducted by the California Department of Justice and the Federal Bureau of Investigations. When “cleared,” a student will receive an email verifying the “Certificate of Clearance” (which may take several months to arrive). Print out this email and place it in your credential application packet to verify that you have completed this step in the process.

(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>.

The normal processing time for the fingerprint and character 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>.

Competency Requirements:

Competency requirements vary by program. Please refer to the specific program appendix for information.

Additional Credential Program Requirements/ Information

1. After you submit the completed application folder to Credential Services, the Department of Teacher Education will schedule an interview. A committee consisting of both Stan State faculty and/or public-school personnel will interview students. Students may be asked to return for a second interview, if needed. Applicants are recommended for admittance by the committee in order to enter the program.

Applicants will be notified about two weeks after the interview indicating whether they have been admitted into 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 credential programs 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 the application is submitted.

3. Requirements and Description of Student Teaching

Student teaching is completed as part of the credential program. In order to begin student teaching, students must have satisfactorily completed all program requirements with no grade lower than a "C" and have a GPA of 3.0 within those courses. Passage of the CSET examination and Basic Skills Requirement are 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 CTC placement criteria*. 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 clusters 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 at predetermined times throughout the semester. The supervisor will meet with the student teacher for pre-conferences, observe individual lessons, and hold post-conferences to reflect on the lesson and provide feedback.

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.

Note: During the Covid-19 Pandemic, all student teachers are required to complete the Release of Liability Form in order to student teach.

4. Recommendation and Application for the Preliminary Credential

Upon successful completion of all the credential program requirements students may apply, for a Preliminary Teaching Credential through Credential Services. This credential is valid for five years from the date of issuance. In order to process an application for a Preliminary Credential, the student must have:

- a. Satisfactorily completed all requirements of the Credential Program
- b. Earned a minimum of a “B” average in all program coursework with no grade lower than a “C”
- c. Completed the Credential Application form and submitted it to Credential Services.
- d. Completed 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 and credentialing requirement. Information concerning credentialing requirements are available from Credential Services in Demergasso-Bava Hall, Room 303, 209-667-3534.*

5. Professional Clear Credential

In order to earn the Professional Clear Credential, candidates must complete a two-year Induction Program. This is done through the school district that employs the candidate, and is generally completed in the first two years of employment.

6. Liability & Workmen’s Compensation Insurance

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

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

Department Policies and Procedures

1. Policy and Procedures Pertaining to Students with Disabilities

If you are a student with a disability or think you may have a disability, you must register with the Disability Resource Services (DRS) Program, located in Library Annex LX24, with a contact phone number of 209-667-3159.

Students are encouraged to talk with the instructor regarding their accommodation needs after registering with the DRS. For more information, please visit: <https://www.csustan.edu/disability-resource-services/contact-information>.

2. Good Standing Policy

In order to continue in the program in good standing, all credential candidates are expected to follow ethical and professional standards established by CSU Stanislaus Credential Programs and the CTC. Standards of conduct are noted in the university catalog, faculty syllabi, 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 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 and Appropriate Communication

- i. Communicates appropriately and accurately, 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.
- iv. Does not engage in the use of social media, email or telephone to communicate with K-12 students.
- v. Does not share or communicate in any way sexually explicit or racist content (including links to such content) with other teacher candidates, colleagues, university faculty, and/or school site personnel in the program.

- C. Appropriate Professional Appearance
- i. Maintains an appropriate professional appearance.
 - ii. Follows the dress code standards set by the district in which fieldwork or student teaching is taking place.
- D. Punctuality, Late Assignments, Preparedness
- i. Meets deadlines for assignments.
 - ii. Notifies cooperating teachers/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
 - iii. Attends courses regularly for the full duration and/or reports to the 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 (2) unexcused absences or three (3) “tardies” and/or early departures occur in the same class, the Student Concern Profile procedure may 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 the CTC in the preparation and submission of Teacher Performance Assessment cycles. Failure to follow CTC guidelines on “original work” in the TPA will lead to immediate dismissal from the Credential Program.
- F. Maintain a GPA of 3.0 (B) or better with no grade lower than a “C” and obtain a “Credit” grade in the courses graded Credit/No Credit).
- G. Pass all course assignments and exams with at least a “C”. Courses below a C will need to be retaken.
- H. 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. 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.

When a faculty member becomes aware of behaviors that may imperil a candidate’s success in the program, he/she should use the Student Concern Profile and follow the steps below.

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.

Procedures for Use of Student Concern Profile Form (for course concerns)

- Step 1:** For minor violation of policies and/or dispositions, the instructor discusses the behavior privately with the credential candidate. The instructor completes Step 1 of the Student 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 Student 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 the Student 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, and place the candidate on Probationary Status.
- Step 5:** If the behavior persists after the implementation of the improvement plan or new concerns arise, the Program Coordinator communicates to the student- Automatic recommendation for dismissal from program. Program Coordinator will submit this information to the Selection and Review Committee to determine the candidate’s program retention or dismissal.

Find the Student Concern Profile Form in Appendix A- Department Forms.

Procedures for Use of the Fieldwork Improvement Plan Form (while student teaching)

- Step 1:** The university supervisor notes specific areas of weakness based on the TPEs, with explanation/examples of weaknesses. For each area of weakness, list specific expectation for the student teacher, with support to be provided by the cooperating teacher and the university supervisor. Include dates for when these expectations are to be met.
- Step 2:** The university supervisor discusses this form with the student teacher and cooperating teacher. Sign the form to verify this meeting. Email response may also be used to verify communication. Provide copy of Improvement Plan to Program Coordinator and Field Services Coordinator.
- Step 3:** The university supervisor follows up to check that expected performance goals were met. Communicates update to the Program Coordinator and Field Services Coordinator.
- Step 4:** If the goals are not met, the student teacher may be dismissed from student teaching and may not be given credit. The Program Coordinator communicates to the student- Automatic recommendation for dismissal from program (via email or phone call). Student Teacher immediately stops attending the school site once notified. Program Coordinator will submit automatic recommendation for dismissal letter to the Selection and Review Committee to determine the candidate’s program retention or dismissal.

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 ESCP candidate earns a grade of “C” in 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.
- 4) Failure to meet Student Teacher Improvement Plan goals.

The Program Coordinator 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 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 is 3.0 or better.

Automatic Recommendation for Dismissal from the Credential Program

The Program Coordinator will recommend to the Department 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 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 be
removed from the classroom of assignment for student teaching.

CREDENTIAL CANDIDATES WHO ARE DISMISSED FROM STUDENT TEACHING PRIOR TO CENSUS DAY MUST DISENROLL FROM PROGRAM COURSES. After census date, the coordinator may determine if the candidate may remain in program courses or immediately stop attending all courses.

Candidate Dismissal from Program

The candidate will be notified regarding dismissal from the program via email or letter that he/she is being recommended for dismissal from the credential program.

If a candidate wishes to dispute the decision, he/she should complete a Selection and Review petition form within ten business days after receiving the dismissal notice, and submit it to the Department of Teacher Education.

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. Granting leaves of absence from the credential program and returns after leaves of absence.
- b. Granting credit for comparable courses taken at other universities.
- c. Granting exceptions to the credential program procedures, when there is a justifiable reason.
- d. Reviewing probation and dismissal decisions.
- e. Granting credit for prior teaching experiences.

Candidates petitioning to the Teacher Education Selection Review Committee are advised to read about the information related to **the procedure** and **supporting documents needed** before starting the process.

Candidates' failure to follow the guidelines can be grounds for a delayed review or rejection.

Procedure:

Teacher Education Department Selection and Review Committee will meet on **the pre-scheduled dates** during the fall and spring semesters. Teacher candidates who wish to submit the petition should follow this timeline:

1. Candidate submits ***the complete*** **[Selection and Review Petition Form](#)** to the Teacher Education Office **14 days** before the S & R meeting date. (DBH 330, Attn: S & R Administrative Support.) This gives the committee members the necessary time to consult and review the petition. **Only completed petitions submitted with the required documentation** will be on the S & R meeting agenda. Incomplete petitions will be returned to the applicant.
(Note: Previously approved course substitutions may be granted immediate approval. Email the Credential Services Office to inquire if your course substitution request can be automatically approved, before submitting a petition.)
2. The S & R committee meets to review the petitions that were submitted two weeks before the meeting date. If they are not, the petition will be reviewed at the next meeting date. The decision can be one of the following:
 - The S & R committee grants the request.
 - The S & R committee denies the request.
3. The chair of the S & R committee will notify the applicants, their program coordinators, and credential services their decisions in writing within 7 days of the meeting.

If the applicant chooses to appeal the decision, they should notify the Teacher Education Department Chair in writing within 7 days of decision rendered. The department chair will convene a Department of Teacher Education Appeal Committee (DTEAC) meeting and the decision of DTEAC will be final. There will be no other appeal process.

Selection and Review FAQ

Q: What supporting documents do you need to include for your selection and review application?

1. If you are requesting a leave of absence for one-semester, please provide...
 - a. A signed statement that indicates the semester of return and the reason for leave of absence (e.g., personal, medical, needing to taking exams, and others → please specify).
2. If this is your second leave of absence, or you are requesting to return to program without first asking for a leave of absence, your case will follow the regular review process.
 - a. Please provide an additional statement about your absence and your plan to complete the program in a timely manner.
3. If you are requesting a course substitution, please provide the information about the following two courses:
 - a. The CSU course you want to substitute:
 - i. The course description from the university catalogue or the syllabus **of the most current semester.**
 - b. The course you propose to use for substitution:
 - i. The course description from the university catalogue or the syllabus **from the semester you took that class.**
 - c. Highlight the key words in both documents that can support your case.
4. If you are requesting to be reinstated back to the credential program:
 - a. If you are dismissed from the program because of not meeting the basic and subject matter competency,
 - i. provide the proof of successful passage of CBESTs and CSETs and its equivalents.
 - b. If you are dismissed from the program because of not meeting academic standards or not being able to successfully complete student teaching
 - ii. Provide a signed statement to describe the circumstances of your dismissal, a reason to appeal this program decision, and a proposed action plan to remediate the situation if being given a second chance.



Selection and Review Petition Form

Petitions need to be turned in to the Department Teacher Education, DBH 330

OR emailed to Dr. McFarland ecook1@csustan.edu

One University Circle, Turlock, CA 95382

Office Phone: (209) 667-3357

Student Complete Name:	Date Submitted:
CSU Stanislaus Student ID:	Day Phone:
Email:	Programs: <input type="checkbox"/> MSCP <input type="checkbox"/> ESCP <input type="checkbox"/> SSCP
Alt. Email:	<input type="checkbox"/> MSCP and ESCP Concurrent Option

Types of Petition (Fill in all areas that apply)

LEAVE of ABSENCE (LOA)

a. First-time leave of absence (LOA). → *Review by Credential Services.*

Reasons for Requesting first-time LOA and will return to the program by: **Spring/Summer/Fall 20__**

Personal. (Include a personal statement in the application.)

Need time to study for CBEST, CSETs or RICA. (Show the proof of test registration.)

Special Case: SSCP candidate requests first-time LOA. This LOA will interrupt the candidate's student teaching. → *Regular SR Review (Follow timeline).*

b. Did not submit LOA the first time. → *Regular SR Review (Follow timeline).*

c. Second or subsequent LOA. → *Regular SR Review (Follow timeline)*

Reasons for Requesting a second LOA and will return to the program by: **Spring/Summer/Fall 20__**

Personal. (Include a personal statement in the application.)

Need time to study for CBEST, CSETs or RICA. (Show the proof of test registration.)

Request for Reinstatement for: Spring/Summer/Fall 20__

Initial

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.

- **If your leave extends beyond a three – year period, you will be required to re-apply to the program.**
- **Please put your initials and today's date at the left column to indicate that you have read and understand this information.**

COURSE SUBSTITUTION

Course Number and Title Requested for Substitution (# of units)	Institution where the course was taken	Semester the class was taken	Stan State Equivalent Course Number and Title (# of Units)

I have included the following supporting documents for course substitutions in my SR application:

- ❖ The CSU course you want to substitute: The course description from the university catalogue or the syllabus **of the most current semester.**
- ❖ The course you propose to use for substitution: The course description from the university catalogue or the syllabus **of the semester you took that class.**
- ❖ Highlight the key words in both documents that can support your case.

OTHER REQUESTS

Other Requests for the Exceptions of MSCP, ESCP or SSCP program requirements:

PLEASE ATTACH A LETTER EXPLAINING YOUR REQUEST.

Appeals of Decisions of the Selection and Review Committee

A credential candidate may appeal a decision of the 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 Department Chair within ten business days of receiving the notification from Selection and Review, to discuss his/her concerns and to receive guidance concerning the appeal process.
2. The candidate submits a written appeal letter.
 - a. To the DTEAC Chair
 - b. Along with copies to the S & R Committee Chair and
 - c. The Chair of the Department of Teacher Education.

** This appeal must be submitted within ten academic workdays of the meeting with the Department 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 after receipt of the candidate's written appeal unless there are extenuating circumstances. The Chair of the S & R Committee will forward to the DTEAC all pertinent written documentation regarding the decision the candidate is appealing.

** Note that the DTEAC meets only during the fall and spring semesters. They do not meet during the summer, but appeals should still be submitted within the ten business days timeline.*
4. The Chair of the DTEAC will notify the candidate via email 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, and present evidence on his/her behalf. Non-program-related people are not permitted to attend the meeting.
5. The Chair of the DTEAC will inform the credential candidate and the S & R Committee Chair in writing of its decision within five academic workdays of the meeting.
6. No further appeal may be made to the DTEAC.
7. Once the candidate's dismissal is finalized, they may not reapply to the same program at Stanislaus State, or apply to any other program in the Department of Teacher Education.

Leave of Absence Policy:

Once admitted to a program, candidates must take at least **one course** each semester. If a student does not take a least one course in any semester, for any reason, a leave of absence must be requested. Candidates will use the Selection and Review Petition Form to request a Leave of Absence.

Leaves are granted for one semester only, for a maximum of two leaves. After two leaves, the candidate must reapply to program and to the graduate school.

Candidates returning after a leave of absence may need to meet any new requirements in order to obtain a preliminary credential. Returning students should seek advisement before returning to the program. Files of students who do not return from a leave or who withdrew from the program will be held a maximum of five years and then will be discarded.

Leaves of absence are approved on a semester by semester basis. You will need to continue to petition Selection and Review 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 refer to the Student Teaching Application for requirements - must be completed BEFORE return to program. **If your leave extends beyond a three-year period, you will be required to re-apply to the program.**

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.

Complaint Against Faculty

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

1. Student speaks to the professor to try to resolve the difference.
2. 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 meet with the Chair of the Department of Teacher Education.
3. 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.
4. 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 Credential Program must complete all requirements in five years from the semester after admission and must show continuous progress or be on leaves approved by the Selection and Review Committee.

****Note: If CTC changes requirements for program credentials, you may be required to complete additional coursework and/or assessments upon return.*

Transfer of Credential Courses from other Universities:

Please contact Credential Services for approved transfer courses for other institutions.

STANMail and Updates on Program Information

Students should check their STANMail on a weekly basis for important program informational updates. If students desire to consolidate all email messages, it is possible to forward STANMail to another email account: <http://www.csustan.edu/oit/clientservices/webmailfwd.htm>

Frequently Asked Questions:

How Long Does it Take to Complete the Program?

Full-time students can typically 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.

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 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 MSCP courses in the late afternoon/evening in Stockton (Methods courses are offered only in the Fall). Some ESCP courses are also offered in Stockton. The only part of the program that cannot be completed in the evening is student teaching fieldwork. MSCP offers one Friday/Saturday course that meets every other week.

Where Can I Take the Program Courses?

Currently we offer the credential program courses in Stockton and Turlock. Some courses take place at local school sites or district offices.

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, 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?

All programs require 600 clinical hours. Programs vary how they meet this requirement. For student teaching/fieldwork, 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. Candidates may not arrange their own student teaching placements.

Can I be an Intern Teacher?

Yes, but we strongly do not recommend this route as the best way to complete your credential. See the Intern Handbook for more information.

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 program courses. RICA preparation is integrated into the Reading Methods course in MSCP and ESCP.

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 this program meets the highest state standards. If you go to another state, you will have university transcripts that detail the courses 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 we usually admit the top 90% of applicants into each program. We deny students who have not met proficiency requirements, students with low GPAs, and those who do not pass or score well on the interview (lack of commitment to the profession, ineffective communication, unsuitability to work with children, etc.)

Who Answers Your Inquiries?

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

Multiple Subject Credential Program Coordinator- Dr. Anne Weisenberg, aweisenberg@csustan.edu

Single Subject Credential Program Coordinator- Dr. Heather Dean, hdean@csustan.edu

Education Specialist Credential Program Coordinator- Dr. Karen Webster ksanford@csustan.edu

Teacher Education Office -667-3357 or email TeacherED@csustan.edu

1. Has there been a change in the course schedule?
2. When can I meet with an advisor?

Chair of the Department of Teacher Education - Dr. Noelle Won, nwon@csustan.edu

1. My instructor is treating me unfairly. I have spoken to him/her, but nothing has changed. What do I do?
2. I'm interested in becoming an intern.

Field Service Coordinators –Julie Magana- 667-3230 or jmagana14@csustan.edu for MSCP placements; Karen Breshears kbreshears@csustan.edu for SSCP placements; Dr. Karen Webster ksanford@csustan.edu for ESCP placements.

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

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

1. What requirements have I been given credit for?
2. When can I apply for my credential?
3. Have there been any changes in credential requirements?
4. Can I get a supplemental credential?
5. How do I complete the program application

Selection & Review Committee -667-3357 Teacher Education Office

1. May I have a leave of Absence for the semester?
2. Does my previous course meet your requirement?
3. Can I take a co-requisite course concurrently with student teaching?
4. I failed a class (or student teaching placement). May I have another chance to stay in the program?
5. How do I complete an S & R petition?

Department of Teacher Education Appeals Committee -Email Dr. Noelle Won, Department
Chair- nwon@csustan.edu

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

Teacher Performance Assessment Tasks –Dr. Daniel Soodjinda doodjinda@csustan.edu or Anne
Cameron, TPA assistant tpa@csustan.edu

Appendix A: Department Forms



Department of Teacher Education Student Concern Profile Form

To: Program Coordinator

Credential Candidate: _____ Student ID# _____

Semester/Year: _____ / _____

Instructor _____ Course: _____

Step 1: Issue was privately discussed with candidate on _____ Step 2:
Complete the Credential Candidate Concern Profile below:

Area of Concern	Evidence
1. Professional Dispositions	
2. Effective Communication	
3. Appropriate Professional Appearance	
4. Punctuality/Late Assignments/Preparedness	
5. Academic Integrity	

Faculty Signature

Date

Candidate Signature (*Signature does not indicate agreement or disagreement*) Date

The candidate has five (5) workdays to submit in writing any comments pertinent to this matter to the Program Coordinator.



Department of Teacher Education Fieldwork Improvement Plan

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Grade: _____

University Supervisor: _____ Date: _____

Specific Areas of Weakness in the Student Teacher's Performance Expectations (TPEs)

	TPE Number	TPE Item #	Explanation of Weakness
1			
2			
3			
4			
5			

For Each Area of Weakness Listed Above, List Expectations for the Student

	Expected Performance	Support to be Provided	Met By (date)
1			
2			
3			
4			
5			

University Supervisor's Signature Date

Cooperating Teacher's Signature Date

*Student teacher's Signature Date
(Student teacher's signature does not indicate agreement or disagreement.)



Selection and Review Petition Form

Petitions need to be turned in to the Department Teacher Education, DBH 330

OR emailed to Dr. McFarland ecook1@csustan.edu

One University Circle, Turlock, CA 95382

Office Phone: (209) 667-3357

Student Complete Name:	Date Submitted:
CSU Stanislaus Student ID:	Day Phone:
Email:	Programs: <input type="checkbox"/> MSCP <input type="checkbox"/> ESCP <input type="checkbox"/> SSCP
Alt. Email:	<input type="checkbox"/> MSCP and ESCP Concurrent Option

Types of Petition (Fill in all areas that apply)

LEAVE of ABSENCE (LOA)

a. First-time leave of absence (LOA). → *Review by Credential Services.*

Reasons for Requesting first-time LOA and will return to the program by: **Spring/Summer/Fall 20__**

Personal. (Include a personal statement in the application.)

Need time to study for CBEST, CSETs or RICA. (Show the proof of test registration.)

Special Case: SSCP candidate requests first-time LOA. This LOA will interrupt the candidate's student teaching. → *Regular SR Review (Follow timeline).*

b. Did not submit LOA the first time. → *Regular SR Review (Follow timeline).*

c. Second or subsequent LOA. → *Regular SR Review (Follow timeline)*

Reasons for Requesting a second LOA and will return to the program by: **Spring/Summer/Fall 20__**

Personal. (Include a personal statement in the application.)

Need time to study for CBEST, CSETs or RICA. (Show the proof of test registration.)

Request for Reinstatement for: Spring/Summer/Fall 20__

Initial 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.

- **If your leave extends beyond a three – year period, you will be required to re-apply to the program.**
- **Please put your initials and today's date at the left column to indicate that you have read and understand this information.**

COURSE SUBSTITUTION

Course Number and Title Requested for Substitution (# of units)	Institution where the course was taken	Semester the class was taken	Stan State Equivalent Course Number and Title (# of Units)

I have included the following supporting documents for course substitutions in my SR application:

- ❖ The CSU course you want to substitute: The course description from the university catalogue or the syllabus **of the most current semester.**
- ❖ The course you propose to use for substitution: The course description from the university catalogue or the syllabus **of the semester you took that class.**
- ❖ Highlight the key words in both documents that can support your case.

OTHER REQUESTS

Other Requests for the Exceptions of MSCP, ESCP or SSCP program requirements:

PLEASE ATTACH A LETTER EXPLAINING YOUR REQUEST.

Appendix B:
Multiple Subject Credential Program

CSU Stanislaus Multiple Subject Credential Program Handbook

Welcome to the Multiple Subject Credential Program (MSCP) at CSU Stanislaus. The additional information in this appendix is here to help you navigate the MSCP. 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.

It is also possible to earn a Bilingual Authorization, which qualifies you to work in more intensive English Language Development classes and Dual Immersion schools.

Program Requirements

In addition to the requirements outlined in the main part of the Teacher Education Program Handbook, the MSCP has a few additional requirements that you should be aware of as you begin your journey to becoming a teacher.

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 (BSE)- Must meet one of the following options and submit proof of passage. Passage is required by the MSCP application deadline.

- CBEST EXAM (all 3 sections) - go to www.ctcexams.nesinc.com for more information and to register for the CBEST exam.
- CSET Writing Skills Exam- www.ctcexams.nesinc.com (this option is only for students who complete the Multiple Subject CSETs.)
- CSU Early Assessment Program (EAP- English and Math taken in Spring of 11th grade with a “College Ready” or “Exempt” score).
- CSU Placement Examinations- English Placement Test (EPT) with a score of 151 and Entry Level Math (ELM) with a score of 50.
- College Board (AP)- English score of 3 **and** Math score of 3.
- ACT Examination- English score of 22 **and** Math score of 23.
- College Board SAT Examination- English score of 500 **and** Math score of 550.

h. Pass a (BSE) from another state- Search the list of exams from other states accepted by CCTC.

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 CA TPA. 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 TPA. TPA orientation meetings are held 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

7. Second Language Experience

Non-Bilingual authorization (Not doing Bilingual Credential) - Applicants should consult the “Options for Completing the Second Language Experience” below 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/>

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.

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 3:30 to 7:00 p.m.
Stockton Campus	16 week semester courses (Fall Start)	Semester Long Program- Evening courses only from (3:30) 4:00-7:00 or later

Pathways to the Teaching Credential

Traditional Credential Program	Traditional Credential Program	Residency	Internship Program
<p>Full-time Semester 1: Coursework Winter/Summer: Coursework Semester 2: Full-time Student Teaching</p>	<p>Part-time Coursework – 5 or more units per semester over a few semesters Final Semester: One semester of full-time student teaching</p>	<p>Full-time (Fall start only) Complete student teaching in a year-long placement while completing coursework in fall/spring/summer/winter. *Requires additional application essay and interview</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).</p>

Program Starts: When to Begin the Program – Fall or Spring Semester

Students at CSU Stanislaus can begin the Credential program at two points during the year. It is recommended that students who were admitted into credential program for the fall semester begin taking credential courses in the summer term, 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.

Credential Basic Program Course Requirements – Total 36 Units

Note: EDMS 4100 and 4150 (or EDUC 4400 for BILA candidates) may be taken prior to formal admittance to the credential program. All other courses can only be taken after being admitted to the program.

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 the 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, satisfy Subject Matter Competency and the 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.

Summer Term

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

EDMS 4100 – Foundations of Education in a Diverse Society (LIBS 3200) <i>(Note: EDUC 4200 – Diversity and the Classroom meets this requirement)</i>	3 units
EDMS 4150 – Methods of Multilingual Education (LIBS/ENGL 4800 F16+) Bilingual students)	3 units (Not for
EDSE 4160 – Foundations of Special Education	1 unit KINS
4165 – Survey of School Health and Safety (HLTH 4165 meets this requirement	1 unit EDIT
4170 – Educational Technology Foundations * <i>Passage of the two subtests of CSET Preliminary Educational Technology Requirement Examination meets this requirement – register at www.cset.nesinc.com)</i>	2 units (Note:

Semester 1 – Fall or Spring

EDMS 4110 – Reading Methods English Instruction/EDMS 4111- Reading Methods Spanish Bilingual (BILA only)	5 units
EDMS 4121 – Mathematics Methods	3 units
EDMS 4130 – Science and Health Methods	3 units EDMS
4140 – History/Social Science & Visual Performing Arts Methods	3 units EDMS
4150 – Methods of Multilingual Education (or EDUC 4400 for Bilingual Students)	3 units

(Note: EDMS 4110 and EDMS 4121 must be taken BEFORE student teaching- NO EXCEPTIONS.)

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 Practices	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. *EDMS 4110 and EDMS 4121 must be taken BEFORE student teaching- NO EXCEPTIONS.*

Bilingual Authorization Credential Course Requirements – Total 39 units

BILA students follow the MSCP coursework with the exception of two courses: Note: EDMS 4100 and EDUC 4400 may be taken during summer and prior to formal admittance to the credential program. All other courses can only be taken after being admitted to the program.

Semester 1 – (MSCP methods coursework+)

EDUC 4400 – Introduction and Foundations of Multilingual Education (EDUC 4430 is ok) 3 units This class replaces EDMS 4150 – Methods of Multilingual Education

EDMS 4111- Reading Methods Spanish Bilingual 5 units

Semester 2 – After satisfying Subject Matter Competency and Basic Skills Requirement and completing co-requisite courses and program courses

BILA candidates follow the MSCP plan and will be placed in Dual Immersion Classrooms.

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 4110/4111 (BILA) EDMS 4121 EDMS 4130 EDMS 4140 EDMS 4150 EDSE 4160 KINS/EDMS 4165 EDIT 4170 EDMS 4180 EDMS 4190 EDMS 4191 EDUC 4400/4430 EDUC 4460	EDMS 4100 EDMS 4110/4111 (BILA) 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

Sample Ways to Complete the Credential Program

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

OPTION 1– SUMMER/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 *Limited sections offered Total Units 10	EDMS 4110 Reading EDMS 4121 Math EDMS 4130 Science/Health EDMS 4140 Social St/Arts <u>Bilingual</u> <i>EDUC 4400/4430</i> <i>EDUC 4460</i> Total Units 14 (20 Bilingual)	EDMS 4180 Classroom Management/Prof Practices EDMS 4190 St. Teaching I EDMS 4191 St. Teaching II 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 <u>Bilingual</u> <i>EDUC 4400/4430</i> <i>EDUC 4460</i> Total Units 14 (20 Bilingual)	EDMS 4100 Foundations EDMS 4150 Methods of Multilingual Ed. EDSE 4160 Special Ed. KINS 4165 Survey Health EDIT 4170 Technology *Limited sections offered Total Units 10	EDMS 4180 Classroom Management/Prof Practices EDMS 4190 St. Teaching I EDMS 4191 St. Teaching II Total Units 12

Teaching Internship Program

(See Department of Teacher Education Intern Handbook)

Additional Authorizations

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 is recommended to 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 Bilingual Authorization Options

Standard 3 The Context for Bilingual Education & Bilingualism	Standard 4 Bilingual Methodology	Language	Standard 5 Culture of Emphasis	Standard 6 Assessment of Language Competence
Complete one of the following: EDUC 4400 Introduction and Foundations of Multilingual Education or EDUC 4430 Cross-cultural Techniques for Teachers or CSET World Languages Subtest IV (250)	EDUC 4400 Introduction and Foundations of Multilingual Ed or CSET World Languages Subtest IV (250)	Spanish	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 Complete Spanish Subject Matter Prep Prog (SMPP)
		Portuguese	CSU Stanislaus Portuguese Assessment	CSU Stanislaus Portuguese Assessment
		Arabic	CSET Subtest V Arabic (251)	CSET (Language of Emphasis) Subtest III Arabic (193)
		Khmer	CSET Subtest V Khmer (261)	CSET (Language of Emphasis) Subtest III Khmer (201)
		Hmong	CSET Subtest V - Hmong (259) or EDUC 4300 Teaching History & Culture of Hmong People	CSET (Language of Emphasis) Subtest III Hmong (199)
		Punjabi	CSET Subtest V Punjabi (263)	CSET (Language of Emphasis) Subtest III Punjabi (168)
		Vietnamese	CSET Subtest V Vietnamese (265)	CSET (Language of Emphasis) Subtest III Vietnamese (171)
		French	CSET Subtest V French (256)	CSET (Language of Emphasis) Subtest III French(150)

Concurrent (ESCP-MSCP)

Candidates have the option of completing both the MSCP and ESCP credentials concurrently. They will be admitted as Education Specialist candidates and follow the roadmap designed for concurrent students. Candidates have the option to receive two credentials in MSCP with ESCP-Mild to Moderate Disabilities (M/M), or MSCP with ESCP-Extensive Support Needs (ESN).

ESCP: M/M Support Needs Credential Road Map				
	Course Number/Title	Units	Term/Year Completed	Grade
Co-requisite (3)	EDSE 4310 – Introduction to Special Education Programs	(3)		
Pre-requisite 3 units	CDEV 3140 – Human Development: Childhood <i>OR</i> CDEV 3240 – Human Development: Adolescents	3		
Semester 1 15 units	*EDSE 4210 – Teaching Reading/ELA in Special Education: Elementary (K-6)	3		
	EDSE 4310 – Introduction to Special Education Programs	3		
	* EDSE 4450 – Teaching Students M/M Support Needs	3		
	EDSE 4560 – Introduction to Instructional Design	3		
	EDSE 4750 – Applied Behavior Analysis in the Classroom	3		
Semester 2 14 units	*EDMS 4121 – Mathematics Methods	3		
	EDMS 4150 – Methods of Multilingual Education or Equivalent	3		
	*EDSE 4110 – Teaching Reading/ELA in Special Education: Secondary (6 -12)	3		
	*EDSE 4410 – Consultation and Collaboration	2		
	*EDSE 4810—Teaching Students with ASD	3		
Semester 3 12 units	*EDSE 4430—Assessment in Special Education	3		
	*EDSE 4570—Advanced Curriculum Design: UDL	3		
	**EDSE 4815/16– MM Fieldwork I & II (<i>ESM/CSETs required</i>)	6		
Total Program Units = 44				
<i>*Can only be taken if Conditionally or Fully Admitted to the ESCP.</i>				
<i>**Can only be taken if Fully Admitted to the ESCP.</i>				
Needed for Preliminary Credential				
Clinical Hours (<i>Total 600 hours; course requirements + Fieldwork</i>)				
RICA: <i>Take after completing EDSE 4110 and/or 4210</i>				
CPR Certification (<i>Must include: Infant, Child, Adult</i>)				
<i>Note: If courses were previously completed (i.e., ECY or equivalent coursework), see Advisor to revise course plan.</i>				

ESCP: Extensive Support Needs (ESN) Credential Road Map

ESCP: Extensive Support Needs (ESN) Credential Road Map				
	Course Number/Title	Units	Term/Year Completed	Grade
Co-requisite (3)	EDSE 4310 – Introduction to Special Education Programs	(3)		
Pre-requisite 3 units	CDEV 3140 – Human Development: Childhood <i>OR</i> CDEV 3240 – Human Development: Adolescents	3		
Semester 1 15 units	*EDSE 4210 – Teaching Reading/ELA in Special Education: Elementary (K-6)	3		
	EDSE 4310 – Introduction to Special Education Programs	3		
	* EDSE 4440 – Teaching Students: ESN	3		
	EDSE 4560 – Introduction to Instructional Design	3		
	EDSE 4750 – Applied Behavior Analysis in the Classroom	3		
Semester 2 14 units	*EDMS 4121 – Mathematics Methods	3		
	EDMS 4150 – Methods of Multilingual Education or Equivalent	3		
	*EDSE 4110 – Teaching Reading/ELA in Special Education: Secondary (6 -12)	3		
	*EDSE 4410 – Consultation and Collaboration	2		
	*EDSE 4810—Teaching Students with ASD	3		
Semester 3 12 units	*EDSE 4430—Assessment in Special Education	3		
	*EDSE 4570—Advanced Curriculum Design: UDL	3		
	**EDSE 4915/16– ESN Fieldwork I & II (<i>ESM/CSETs required; see Handbook for specific requirements</i>)	6		
			Total Program Units = 44	
*Can only be taken if Conditionally or Fully Admitted to the ESCP.				
**Can only be taken if Fully Admitted to the ESCP.				
Needed for Preliminary Credential				
Clinical Hours (<i>Total 600 hours; course requirements + Fieldwork</i>)				
RICA: <i>Take after completing EDSE 4110 and/or 4210</i>				
CPR Certification (<i>Must include: Infant, Child, Adult</i>)				
<i>Note: If courses were previously completed (i.e., ECY or equivalent coursework), see Advisor to revise course plan.</i>				

M/M: ESCP/MSCP Concurrent Pathway				
	Course Number/Title	Units	Term/Year Completed	Grade
Co-requisites	EDSE 4310 – Introduction to Special Education	6		
	CDEV 3140 – Human Development I: Childhood or equivalent course			
Semester 1	* EDSE 4210 – Teaching Reading/ELA in SpEd: Elementary (K-6)	3	12-15	
	* EDSE 4410—Consultation and Collaboration	2		
	EDSE 4560 – Introduction to Instructional Design	3		
	EDSE 4750 – Applied Behavior Analysis in the Classroom	3		
	KINS 4165—Survey of School Health and Safety	1		
	EDMS 4100 – Foundations of Education in a Diverse Society <i>(Not required for LIBS students who took LIBS 3200)</i>	0-3		
Semester 2	EDSE 4110—Teaching Reading/ELA in SpEd: Secondary (6 – 12)	3	11-16	
	* EDMS 4110 – Reading Methods English Instruction	5		
	* EDSE 4450 – Teaching Students with M/M Support Needs	3		
	EDIT 4170 – (or CSET EdTech Test)—Educational Technology	0-2		
	* EDMS 4150 – Methods of Multilingual Education <i>(Not required for LIBS students who took LIBS 4800 or ENGL 4800 after Fall 2016)</i>	0-3		
Semester 3	* EDMS 4121 – Mathematics Methods	3	15	
	*EDSE 4810 – Teaching Students with ASD	3		
	* EDSE 4430 – Assessment in Special Education	3		
	* EDSE 4815 – M/M Fieldwork Practicum I	3		
	* EDSE 4816 – M/M Fieldwork Practicum II	3		
Semester 4	*EDMS 4130 – Science and Health Methods	3	13	
	*EDSE 4570 – Advanced Instructional Design: UDL	3		
	* EDMS 4140 – History/Social Science & VAPA Methods	3		
	* EDMS 4190 –Student Teaching Practicum I	4		
<p><i>* Courses can only be taken when admitted into the ESCP.</i></p> <p><i>Note: Libs ECY students may complete: EDSE 4310, 4560, and 4750 prior to acceptance into the ESCP.</i></p> <p><i>Pass Reading Instruction Competence Assessment (RICA). Take after completing EDMS 4110</i></p> <p><i>Pass Teacher Performance Assessment (TPA) Cycles 1& 2</i></p>				
TOTAL PROGRAM UNITS 58-65				

[Refer to the MSCP Student Teaching Handbook for more information pertaining to this aspect of program.](#)

MULTIPLE SUBJECT CREDENTIAL PROGRAM: RECORD OF CLINICAL PRACTICE:

CTC Standard 3A Requirement is 600 hours

EXPERIENCE:	Term/ date	Hours	GRADE Level	Name of school (where fieldwork was completed)	Activities
EDMS 4100 Foundations		10			
EDMS 4110 Reading Methods		15			
EDMS 4121 Math Methods		15			
EDMS 4130 Science Methods		10			
EDMS 4140 History/ Social Science Methods		10			
EDMS 4150 Methods of Multilingual		10			
Student Teaching and Co-Teaching 16-weeks		480			
Misc. (extend student teaching, substitute teaching, other courses, etc.) add rows to be specific.		50			
TOTAL HOURS:		600			

EXPERIENCE:	Term/ Date	Hours	GRADE Level	Name of school where fieldwork was completed	Activities (a brief description)
For Concurrent students- extended clinical practice					
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 California's Student population.					

Last Updated 5/17/19

SUBMIT THIS FORM TO THE FIELD SERVICES OFFICE VIA UNIVERSITY SUPERVISOR AT THE TIME OF PROGRAM COMPLETION.

Appendix C
Single Subject Credential Program

CSU STANISLAUS Single Subject Credential Program Handbook

WELCOME to the Single Subject Credential Program! The additional information in this appendix will serve as an orientation to the credential program. It is our explicit hope that the information in this document will make the process of earning a credential as understandable and transparent as possible. After successfully completing program requirements, you will be eligible to apply for a teaching credential. The type of credential you will earn is called a Preliminary Credential with an English Learner Authorization. This credential replaces the Ryan CLAD Credential. In most cases, this credential qualifies you to teach 6-12 grades in your content area. It is also possible to earn a Bilingual Authorization, which qualifies you to work in more intensive English Language Development classes and Dual Immersion schools in your content area.

Program Requirements

In addition to the requirements outlined in the main part of the Teacher Education Program Handbook, the Single Subject Credential Program also has a few additional requirements that you should be aware of as you begin your journey to becoming a teacher.

Admission Requirements

- **Second language acquisition** can be met by one of four options: (1) completion of 3 semester units of a language other than English (including ASL) at the college level with a passing grade (2) completion of one year of a language other than English at the high school level with a passing grade (3) completion of a HILT (High Intensity Language Training) program, available through a university, school district, or county office of education; or (4) other life experiences that demonstrate second language acquisition. Options (1) and (2) can be verified by college or high school transcripts. For Option 3, provide a Certificate of Completion. For Option 4, include a paragraph and/or any supporting documentation with your application; the SSCP Coordinator or Selection and Review committee will evaluate the paragraph and/or documentation.
- **Completion of Subject Matter Preparation Program or passage of CSET.** This requirement confirms a candidate's content knowledge in the credential area. See the application packet, Form V.

Candidates must fulfill the subject matter competency requirement before they can be accepted into program. There are three options to meet this requirement:

1. Pass the CSET exam. Go to www.ctcexams.nesinc.com for more information and for registration instructions for the CSET exam. Have results sent to your home and to CSU, Stanislaus.
Please note that passing scores on each subtest are valid for **ten years.*
2. Complete an approved Subject Matter Prep Program (SMPP) at another institution. We will need documentation from the host institution indicating successful completion of the SMPP. The credential analyst and the program advisor at that institution must sign verification of completion form or letter.
3. Complete a Subject Matter Prep Program at CSU Stanislaus. We currently have subject matter preparation programs that waive the CSET in a number of areas. Those content areas and the contact faculty members are listed below. Please note that advisors, their phone numbers, and emails are subject to change; please contact the respective department offices if this contact information is outdated.

Program	Advisor	Phone	Email
Art	Dr. Martin Acevedo	(209) 667-3433	mazevedo8@csustan.edu
English	Dr. William Foreman	(209) 664-6509	Wforeman@csustan.edu
Mathematics	Dr. Bjorg Johannsadottir	(209)667-3547	Bjohannsdottir@csustan.edu
Physical Education	Dr. Erin Hall	(209) 667-3219	Ehall@csustan.edu
Social Science	Dr. Ralph Becker	(209) 667-3037	rbecker@csustan.edu
Spanish	Dr. Carlos Andres	(209) 667-3928	Candres@csustan.edu

Candidates who will be completing the SMPP at the end of the semester, in which they apply, will be considered as completing the requirement for admission if their advisor indicates this on the verification form (Form V) in the application packet. (CSU Stanislaus has SMPP authorization in Art, English, Mathematics, Physical Education, Social Science, and Spanish.)

Pathways to the Teaching Credential

TRADITIONAL (1 YR.)*	EXTENDED (1+ Years)*	INTERN*
<p>Full-time <u>Semester 1:</u></p> <ul style="list-style-type: none"> • Coursework- includes core class • Field Practicum I for Student Teachers <p><u>Summer and Winter terms:</u> Optional Coursework</p> <p><u>Semester 2:</u></p> <ul style="list-style-type: none"> • Coursework- includes core classes • Field Practicum II for Student Teachers <p>Field Practicum I & II is a yearlong component of SSCP. Candidates are in classrooms 3 periods per day for two consecutive semesters (3 periods per day, 3 days per week- first semester; 3 periods per day, 5 days per week- second semester).</p> <p>There is also a 600 clinical hour requirement that candidates meet via coursework assignments and their field practicum hours. (Substitute teaching may count towards the clinical hours during the field practicum semesters for a total of up to 116 hours outside of the practicum assigned times.)</p>	<p>Part-time: Non-core coursework may be taken prior to Field Practicum I & II for student teachers.</p>	<ul style="list-style-type: none"> • Meet qualifications (120 post B.A. coursework hours) by having successfully completed EDSS 4100 and EDSS 4850; EDSS 4110 and EDSS 4115 or bilingual equivalent courses EDUC 4400 and EDSS 4215 along with PSYC 3240 • Approved to apply for an internship by the SSCP Selection and Review Committee • Receive an offer from a school district • Bring offer of employment to Credential Services. • Credential Services prepares paperwork for district to sign. • Intern has papers signed and returns them to Credential Services.
<p>*Applies to candidates seeking a Bilingual Authorization as well</p>		

Contact Information

For general information and pre-program advising, contact Credential Services at 667-3534, (credentials@csustan.edu).

The Single Subject Credential Program (SSCP) website:
<http://www.csustan.edu/teachered/secondary-education>

For specific SSCP program questions, contact the program coordinator, Dr. Heather Dean, at 667-3793 or hdean@csustan.edu.

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

For information related to clearing a preliminary credential, contact the Credential Services at 667-3534.

For information regarding the Bilingual Authorization, contact Credential Services at 667-3534.

Program Starts: Fall and Spring starts are open to candidates.

Credential Program Course Requirements

I. Pre-requisite Course:

The following course is designated as pre-requisite for the program. As such, this course must be completed prior to or in progress when applying to the program.

EDSS 3900 “Foundations of Secondary Education”: Explores the social, political, economic, and historical contexts of secondary education in the nation and in California. This is a prerequisite course to the Single Subject Credential Program. This class is usually available in the summer as well as fall and spring. If you have taken a course you think is equivalent, obtain a [Course Equivalence Form](#) for SSCP from the Department of Teacher Education or from the SSCP website and follow the instructions.

Candidates must earn a grade higher than a C+ in this course in order to meet this pre-requisite requirement.

II. Co-requisite Course:

The following course is designated as co-requisite for the program. As such, this course must be completed before a teacher candidate can apply for a preliminary credential.

Adolescent Psychology is designed to provide applicants with a background in understanding adolescents. PSYC 3240 or CDEV 3240 at CSU Stanislaus may meet the class. If one class is full, register for the other one; they are the same class but sometimes one is full but not the other one. Equivalent courses include Psych 141 at MJC, CDEV 021 at SJDC, or Psych 9/CLDV 9 at Merced College. Introduction to Psychology courses do NOT meet the requirement. Equivalent courses must focus on the psychology of adolescence. If you have taken a course besides those listed that you think is equivalent, obtain a [Selection and Review Form](#) for SSCP from the Department of Teacher Education or from the SSCP website and follow the instructions. Be sure to include a course description. Verification for this requirement will be established from the transcripts submitted with your application.

III. Core Program Courses

The coursework in the SSCP involves a number of classes, each designed for two related

purposes: to address a specific dimension of the teaching profession and to meet state standards for credentialing programs.

The Secondary Education Methods Courses (EDSS 4100, EDSS 4300, and EDSS 4400)

These courses are designed to provide a consistent framework through which credential candidates can process the experiences of learning to teach. These courses address foundational aspects of teaching, such as educational philosophy, learning psychology, and curriculum theory as well as more practical dimensions of teaching such as student assessment, classroom management, and instructional planning.

The methods instructors are not only the main instructional presence in the core course series, but also serve as advisors, liaisons between CSU Stanislaus and schools with student teachers, and support credential candidates in their specific content areas in many ways.

Fieldwork Practicums (EDSS 4850 and EDSS 4855)

The fieldwork practicums take place at service area secondary school sites. **EDSS 4850** is the first semester of fieldwork for student teachers and typically includes assisting with classroom instruction, tutoring and working with English learners and special needs candidates, and some full-classroom teaching. A university field advisor is responsible for field related issues including orientation and transition meetings. The cooperating teacher at the school site evaluates the credential candidate during the field practicum. The cohort instruction oversees all fieldwork issues and receives reports from the candidate's field advisor and cooperating teacher.

EDSS 4855 is the second semester of fieldwork and involves student teaching for two classes and assisting in another class under the guidance of a cooperating teacher. A university supervisor and the cooperating teachers evaluate the credential candidate during the field practicum. The cohort instruction continues to oversee all fieldwork issues and receives reports from the candidate's university and cooperating teacher.

PLEASE NOTE:

- **During your fieldwork practicums, any faculty member may conduct an unannounced observation to support teacher candidates and to ensure adherence to program requirements.**
- **If for any reason a second student teaching placement is deemed necessary, a leave of absence of one semester *will* be necessary to accommodate the arrangement of a second placement.**

IV. Non-Core Program Courses

These courses are designed to fulfill a specific aspect of the teaching profession.

EDSS 4110 (Multilingual Education in Secondary Schools) – offers methods and perspectives on facilitating English language development in addition to content knowledge. For Bilingual Authorization candidates, the equivalent of this course is listed as **EDUC 4400** – Introduction and Foundations of Multilingual Education.

EDSS 4115 (Teaching Literacy in the Content Area Classes) – deals with methods for using literacy development to aid content acquisition as well as English language development. This course is also offered in Spanish for bilingual candidates and is listed as **EDSS 4215** – Reading and Writing in the Content Area: Bilingual.

EDSS 4550 (Educational Equity, Diversity, and Access in a Global Society) – addresses needs of students and practical ways to promote academic success and inclusion of all students.

EDIT 4170 (Education Technology Foundations) – focuses on the use of various technologies in classroom instruction or pass CSETs 133 and 134.

EDSE 4310 (Introductions to Special Education Programs) – centers on effective teaching of special populations in secondary schools.

KINS 4165 (Survey of School Health and Safety) – examines a wide variety of health and safety issues that secondary teachers face in daily classroom instruction.

V. Program Model

A. Fall and spring Cohorts for Student Teachers

The basic premise of cohort is that one of the best places to learn to be a secondary teacher is in a secondary school. In these cohorts, the “core courses”, namely EDSS 4100, 4300 and 4400 (Secondary Education Methods I, II, and III) and EDSS 4850 and 4855 (Field Practicum I and II) are offered at the secondary school and/or on the university campus. This allows the methods instructor to utilize the resources of the school (teachers, candidates, and facilities) and fosters a close connection between the credential candidates and the teachers and administrators with whom they will work.

These school placements involve three periods of classroom observations/teaching three days per week in the first semester (EDSS 4850) and three periods of classroom teaching five days a week in the second semester (EDSS 4855). The student teaching assignment follows the public school calendar for the district in which the student teacher is placed.

B. Recommended Schedule of Courses for Student Teachers

First Semester (16 units)	Second Semester (16 units)
EDSS 4100 “Secondary Education Methods I” (4 units) (Core class)	EDSS 4300 “Secondary Education Methods II” (4 units) (Core class)
EDSS 4850 “Field Practicum I for Student Teachers” (2 units) Concurrent enrollment with EDSS 4100	EDSS 4400 “Secondary Education Methods III” (4 units) (Core class)
EDSS 4550 “Educational Equity, Diversity, and Access in a Global Society” (1 unit)	
EDSS 4115 “Teaching Literacy in the Content Area Classes” (3 units) OR For Bilingual Authorization Candidates: EDSS 4215 “Reading and Writing in the Content Area: Bilingual” (3 units) - offered in spring only	EDSS 4855 “Field Practicum II for Student Teachers” (5 units) Concurrent enrollment with EDSS 4300 and 4400
EDSS 4110 “Multilingual Education in Secondary Schools (3 units) OR For Bilingual Authorization Candidates: EDUC 4400 – “Introduction and Foundations of Multilingual Education” (3 units) – offered in fall only	
<p>*The following courses are configured in the first semester 16 unit count; however, these classes can be taken in either 1st or 2nd semester, winter, and/or summer:</p> <ul style="list-style-type: none"> • EDIT 4170 “Education Technology Foundations” (2 units) OR CSET’s #133 & 134 • EDSE 4310 “Introduction to Special Education Programs” (3 units) • KINS 4165 “Survey of School Health and Safety” (1 unit) <i>Please Note:</i> Kinesiology majors from CSU Stanislaus are exempt from this class upon request (Kinesiology majors from other institutions may submit a course equivalency petition to Selection and Review if this class was included in their program of study.) <p><i>These classes may be taken prior to admittance to program.</i></p>	
<p>**There is also a 600 clinical hour requirement that candidates meet via coursework assignments and their field practicum hours. (Substitute teaching may count towards the clinical hours during the field practicum semesters only up to 66 hours in the first semester and 50 hours in the second semester outside of the practicum assigned times.)</p>	

In order to offer a more flexible schedule for the field practicums, the majority of the SSCP classes are offered in the evenings.

Additional Authorizations/Credentials

Bilingual Single Subject Preliminary Credential

The California Commission on Teacher Credentialing has approved the Department of Teacher Education to offer the Bilingual Authorization (previously known as the BCLAD credential). This authorization prepares holders to teach in bilingual/dual language classrooms, ELD classes, as well as English-only classrooms. The bilingual Authorization is available in Spanish, French, Hmong, Khmer, Portuguese, Vietnamese, Punjabi, and Arabic. Candidates for the bilingual Authorization must be able to speak, read, and write in a target language.

The standards for the new bilingual Authorization are as follows:

Standard 3 – The Context for Bilingual Education and

Bilingualism Standard 4 – Bilingual Methodology

Standard 5 – Culture of

Emphasis Standard 6 –

Assessment of Language

To earn the bilingual Authorization under the new standards, you must take the following three courses or take CSET equivalencies:

EDUC 4400	Introduction and Foundations of Multilingual Education <i>(Instead of EDSS 4110 Multilingual Education in Secondary Schools)</i>	3 units
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EDSS 4215	Reading and Writing in the Content Area: Bilingual <i>(Instead of EDSS 4115 Teaching Literacy in the Content Area Classes)</i>	3 units
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EDUC 4460	Cultural Views on Bilingualism <i>(Fulfills target language and target culture requirement for Spanish bilingual Authorization)</i>	3 units
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Candidates may earn a Bilingual Single Subject Preliminary Credential in Spanish, French, Hmong, Khmer, Portuguese, Vietnamese, Punjabi, and Arabic by fulfilling the three requirements above along with the SSCP required coursework.

A. Bilingual Language Assessment.

Candidates take the CSET: LOTE to verify competence in their target language. Refer to the CSET LOTE website for registration information (www.cset.nesinc.com/CS_testguide_opener.asp) or contact Credential Services. Candidates can complete EDUC 4460 Cultural Views on Bilingualism to fulfill the Spanish language proficiency requirement for the Spanish Bilingual Multiple Subject/Single Subject Credential.

B. Bilingual Target Culture Requirement

Candidates take the CSET LOTE to verify competence in their target culture. Refer to the CSET LOTE website for registration information or contact the Credentials Processing Center.

Candidates can complete EDUC 4460 Cultural Views on Bilingualism to fulfill the culture requirement for the Spanish Bilingual Multiple Subject/Single Subject Credential.

Matrix of Bilingual Authorization Options

Standard 3 The Context for Bilingual Education & Bilingualism	Standard 4 Bilingual Methodology	Language	Standard 5 Culture of Emphasis	Standard 6 Assessment of Language Competence
Complete one of the following: EDUC 4400 Introduction and Foundations of Multilingual Education or EDUC 4430 Cross-cultural Techniques for Teachers or CSET World Languages Subtest IV (250)	EDUC 4400 Introduction and Foundations of Multilingual Ed or CSET World Languages Subtest IV (250)	Spanish	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 Complete Spanish Subject Matter Prep Prog (SMPP)
		Portuguese	CSU Stanislaus Portuguese Assessment	CSU Stanislaus Portuguese Assessment
		Arabic	CSET Subtest V Arabic (251)	CSET (Language of Emphasis) Subtest III Arabic (193)
		Khmer	CSET Subtest V Khmer (261)	CSET (Language of Emphasis) Subtest III Khmer (201)
		Hmong	CSET Subtest V - Hmong (259) or EDUC 4300 Teaching History & Culture of Hmong People	CSET (Language of Emphasis) Subtest III Hmong (199)
		Punjabi	CSET Subtest V Punjabi (263)	CSET (Language of Emphasis) Subtest III Punjabi (168)
		Vietnamese	CSET Subtest V Vietnamese (265)	CSET (Language of Emphasis) Subtest III Vietnamese (171)
French	CSET Subtest V French (256)	CSET (Language of Emphasis) Subtest III French(150)		

Adding a Teaching or Content Area to a Single Subject Credential

A. Adding a Multiple Subject Credential to a Single Subject Credential

- Pass the CSET Exams in Multiple Subject (Test Code: 101, 103 and 214)
- Take a Reading Methods Course:
EDMS 4110, Reading/Language Arts Methods English Instruction (5 units)
- Pass RICA Exam (Reading Instruction Competence Assessment)
- Take ONE Methods course:
 - a) EDMS 4121, Mathematics Methods (3 units)
 - b) EDMS 4130, Science and Health Methods (3 units)
 - c) EDMS 4140, History/Social Science & Visual Performing Arts Methods (3 units)

B. Adding an additional Subject Content Area to a Single Subject Credential

- Pass the CSET Exams or complete a Subject Matter Preparation Program in the content area of the Single Subject Credential.
- Take one pedagogy class that aligns with the specific content area from an institution that has a Commission approved program for the credential type or content area sought.

CSU Stanislaus Approved Subject Specific Courses:

- a. Art -ART 4860, Art of the Classroom Teacher (3 units)
- b. English – ENGL 4610, Literature and Writing for Secondary School English Teachers (4 units)
- c. Health – KINS 4230, School Health and Safety (3units)
- d. Math – MATH 4020, Mathematics for Secondary Teachers (3 units)
- e. Music – MUS 3370, Music in the Secondary Schools (3 units) – pending department decision
- f. Physical Education – KINS 4150, Secondary Pedagogy of Physical Education (3 units)
- g. Science – NSCI 4961, Teaching Secondary Science (3 units)
- h. Social Science – SSCI 4961, Teaching Social Studies (3 units)
- i. Spanish – SPAN 4810, Linguistics and Language Instruction (WP) (3 units)

Concurrent Single Subject and Education Specialist Credential

This option will be available Spring, 2020.

Student Teaching Information

1. Requirements and Description of Student Teaching

In order to begin student teaching, candidates must have satisfactorily completed all aspects of the program application and completed the Student Teaching Application. You can access this at:

<https://www.csustan.edu/teacher-education/student-teaching>

Candidates will be placed at a school site in the order that they are put on the Cleared List. Once the Cleared List has reached the maximum spaces allotted for a semester, candidates will automatically be populated on the next semester's Cleared List.

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 candidates do not make their own arrangements for placements and should not request to be placed with a teacher who is a family member or close friend. Candidates may not start at their field placement site until they participate in an Orientation meeting with their first semester field advisor and their assigned cooperating teacher. Schedules will be created at the Orientation meeting. Candidates will follow the school site calendar for their field practicum hours.

Candidates are required to pass a Summative Assessment at the end of each field practicum. The assessments are completed with the candidate present and administered by a university representative with the collective input from the cooperating teacher. If both the cooperating teacher and university representative ARE IN AGREEMENT that the student teacher has met the required number of items under each Teacher Performance Expectation (TPE) and Subject Specific Pedagogical Skills, then the supervisor can grant CREDIT for the field practicums. If the candidate does not meet the requirement, then the candidate will NOT RECEIVE CREDIT for the field practicum and will be referred to the Candidate Concern Profile Form that will be reviewed by the SSCP Selection and Review Committee.

SSCP Substitute Teaching Policy

In the Single Subject Credential Program (SSCP), during the student teaching experience, there may be opportunities for candidates to serve as a substitute teacher throughout the year. The school district, in which the candidate is placed, reserves the right to determine if the candidate can serve as a substitute teacher.

The following items pertain to serving as a substitute teacher during the student teaching experience:

1. In order to serve as a substitute teacher, the candidate must meet all of the requirements to be a substitute teacher in the district in which the candidate is placed.
2. The candidate must be on the district's official substitute list.
3. The school principal and/or administration at the school site must approve the candidate serving as a substitute teacher at the school site.
4. If the school and the district allows the candidate to serve as a substitute teacher during the student teaching experience, **then the following items pertain to the first semester of the candidate's student teaching experience:**
 - a. The candidate may substitute during non-student teaching periods in any subject area.
 - b. The candidate may substitute on the scheduled student teaching days during periods other than the designated student teaching periods.
 - c. The candidate may substitute for the cooperating teacher on the scheduled student teaching days provided that it is planned with the cooperating teacher. The substitute assignment can be for **no more than three consecutive days or five total days during the entire semester** without the approval of the cohort instructor.
 - d. The candidate must have a designated teacher at the school that will provide assistance whenever the candidate is serving as a substitute teacher.
5. If the school and district allows the candidate to serve as a substitute teacher during the student teaching experience, **then the following items pertain to the second semester student teaching experience:**
 - a. The candidate may substitute for the cooperating teacher provided that it is planned with the cooperating teacher. The substitute assignment can be for **no more than three consecutive days or five total days during the entire semester** without the approval of the cohort instructor.
 - b. The candidate may substitute for other teachers at the school during the non-student teaching periods.
 - c. The candidate must have a designated teacher at the school that will provide assistance whenever the candidate is serving as a substitute teacher.

The substitute policy is subject to change based on the professional judgment of the SSCP Selection and Review Committee in conjunction with a school site's administration.

EVALUATION PROCESS

The Single Subject Credential Program provides a variety of evaluation and assessment methods to assist credential candidates in becoming excellent beginning teachers. The coursework teaches the candidates a number of techniques including self-observation, peer observation, and how to reflect on a lesson and unit. Cooperating teachers and university supervisors also provide formal feedback to credential candidates using instruments that measure the TPEs and support the students in passing the TPA.

I. Clinical Supervision

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

- A. The pre-conference, where the observer and candidate discuss the context of the lesson, review the lesson plan, and agree on a focus for the observation. The pre-conference should precede the observation by no more than **48 hours**.
- B. The observation where the observer collects the data agreed upon during the pre-conference. Generally, it is a good idea to provide both qualitative and quantitative data. If, in the professional judgment of the observer, other data needs to be captured besides that agreed to, by all means, do so.
- C. The post-conference, which should occur within 24 hours of the observation. Here the observer and candidate discuss the lesson and the observations and agree on goals for improvement of the candidate. These goals should be reviewed at the next pre-conference.

II. Teaching Performance Expectations (TPEs)

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

- TPE 1: Engaging and Supporting Candidates in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for Candidates
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Education

The California Teaching Performance Assessment (CAL TPA)

The CAL TPA is a state-required assessment 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. Credential candidates are required to pass the California Teaching Performance Assessments prior to applying for the preliminary teaching credential in their content area. There are **two cycles** that comprise the TPAs. **Cycle 1 (Learning about Students and Planning Instruction) will be assigned during EDSS 4100 and Cycle II (Assessment Driven Instruction) will be assigned during EDSS 4300.** *A mandatory TPA orientation is required during both semesters where candidates learn about the individual tasks and how to submit their tasks online for evaluation.*

What is the CAL TPA designed to measure?

The CAL 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.

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

NO. A candidate must pass both cycles of the CAL 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.

Is there a fee for taking the CAL TPA at CSUS?

There is a required fee for first submissions and any other submissions required due to a failed submission. Please check our TPA website for further instructions at <https://www.csustan.edu/teachered/teaching-performance-assessment>.

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

There is no TPA class. *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.

What kind of support should I expect to receive as I complete the CAL TPA?

The CAL TPA Coordinator will give the primary support for the TPA. Additionally, within the cohort series of classes, you will be supported through both required cycles of the TPA. Despite all the assistance, however, candidates will be asked to sign a statement certifying that the responses to the CAL TPA cycles are a product of their own effort. In other words, while candidates may seek assistance from others, it is presumed that the actual writing of the response is being done by the candidate.

What materials will I have to complete the TPA?

Candidates will have a wealth of materials available to them. Each candidate will be given access to support materials.

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

You may email the TPA Office at tpa@csustan.edu with questions.

TPA Scoring and Remediation

Please refer to the TPA Website for information: <http://www.csustan.edu/tpa>

Single Subject Credential Program Advising Sheet

First Semester (16 units)	Units	Term/Year completed	Grade
EDSS 4100 – Secondary Education Methods I	4.0		
EDSS 4850 – Secondary Ed Field Practicum I <i>(First Semester of Student Teaching)</i>	2.0		
EDSS 4550 – Equity, Diversity, & Access in a Global Society	1.0		
EDSS 4110 – Multilingual Ed in Secondary Schools OR <i>For Bilingual Candidates:</i> EDUC 4400 – Introduction to Multilingual Education <i>*(or passage of CSET LOTE IV)</i>	3.0		
EDSS 4115- Teaching Literacy in the Content Area Classes OR <i>For Bilingual Candidates:</i> EDSS 4215-Reading / Writing in the Content Area: Bilingual <i>*Offered spring semester Only</i>	3.0		
• EDSE 4310 – Introduction to Special Education	3.0		
Second Semester (16 Units)	Units	Term/Year completed	Grade
EDSS 4300 – Secondary Education Methods II	4.0		
EDSS 4400 – Secondary Education Methods III	4.0		
EDSS 4855 – Secondary Ed Field Practicum II	5.0		
• KINS 4165 – Survey of School Health/ Safety	1.0		
• EDI T 4170 – Educational Tech Foundations <i>(or passage of CSETs 133 & 134)</i>	2.0		
Additional Information and Requirements:			
• EDSE 4310, KINS 4165, and EDIT 4170 can be taken in either 1 st or 2 nd semester, winter, and/or summer.			
Candidates must be enrolled in or completed the pre-requisite EDSS 3900 (Foundations of Secondary Education) to apply to the program.			
Candidates must complete the co-requisite class PSYC/CDEV 3240 Human Development II: Adolescence or course equivalency before the end of the program.			
Candidates must be fully admitted to SSCP, passed CBEST, and fulfilled the subject matter competency requirement through CSET or an approved waiver program to begin student teaching in the program.			
Candidates must have a current CPR Certification in Infant/Child/ Adult from an organization that meets the American Red Cross or American Heart Association criteria in order to apply for their preliminary credential at the end of the program.			
Candidates must pass Cycle 1 & 2 of the Teacher Performance Assessments to apply for their preliminary credential.			
<i>Note: Bilingual Spanish students also take EDUC 4460 or CSET LOTE I II or V.</i>			
See SSCP Program Handbook for detailed info online at: https://www.csustan.edu/teacher-education/sscp-forms-and-documents			

Appendix D
Education Specialist Credential Program

CSU Stanislaus Education Specialist Program Handbook

Welcome!

We are very happy that you are considering earning an Education Specialist teaching credential from Stanislaus State. Our goal is to support your teaching journey and to prepare you to meet the unique needs of your students while developing as a professional educator. Exciting times await you!

California State University, Stanislaus offers the Preliminary Education Specialist Credential in Mild/Moderate Support Needs (M/M) and Extensive Support Needs (ESN). *Note: The Commission on Teacher Credentialing (CTC) recently changed credential titles and Teacher Performance Expectations (TPEs), which has caused several changes to our program requirements.* Candidates will all need an added Autism Spectrum Disorder authorization (ASDAA), which is embedded in both credentials.

The Preliminary Education Specialist Credential is a basic credential with core curriculum that emphasizes competencies for prospective teachers. Candidates may apply for admission to the ESCP as an undergraduate as part of the Liberal Studies program or as a graduate student. Undergraduates are encouraged speak with an advisor about coursework that is applicable to both the Liberal Studies and Education Specialist programs. ***All students must pass the California Basic Education Skills (CBEST) for entry into the ESCP.***

The purpose of this Appendix is to orient you to the program, answer specific questions about the ESCP and the credentials you might pursue, and to ensure you are able to make an informed decision about your teaching career.

Program Requirements

Admission to the Graduate School and the ESCP are required to pursue a M/M or ESN teaching credential.

Prospective students must apply to **both** the University and to the ESCP by application deadlines. Undergraduate students who plan to graduate while enrolled in the Education Specialist Credential Program, must apply for re-admission to the University as a graduate student.

In addition to the requirements outlined in the main part of the Teacher Education Program Handbook, the ESCP has some additional requirements to complete prior to acceptance into the program. Applicants may apply to the ESCP before completing the admission requirements; however, Co-requisites must be completed before being fully admitted into the program.

➤ **Subject Matter Competency (<https://www.ctcexams.nesinc.com>):**

Complete **one** of the following CSET exam options:

- a. Elementary level: Pass Multiple Subject's Exams (101, 102 or 214, and 103)
- b. Middle and Secondary level: Pass Single Subject exam or complete a subject matter preparation program in one of the following areas: Art, English, Foreign Language, Mathematics, Music, Social Science, or Science.
(Can complete appropriate SMPP in lieu of CSET.)

➤ **American Government/U.S. Constitution**

- a. This requirement can be met by completion of PSCI 1201 at Stanislaus State or an equivalent course with content on the U. S. Constitution from another university.

➤ **Pre-requisite Course** (complete one of the following):

- CDEV 3140 – Human Development: Childhood
- CDEV 3240 – Human Development: Adolescence

➤ **Co-requisite Course**

Introduction to Special Education Programs, EDSE 4310, should be completed prior to admittance to the credential program, but it can be taken concurrently. Course must be completed with a grade of “B” or better.

Contact Information

- General information, pre-program advising, and information on credential issuance: Credential Services at 667-3534 or credentials@csustan.edu
- The Education Specialist Credential Program (ESCP) website: <https://www.csustan.edu/teacher-education/education-specialist-special-ed>
- Specific ESCP questions, contact the Program Coordinator, Dr. Karen Webster, at 667-3267 or ksanford@csustan.edu
- Student teaching related questions, contact Dr. Webster.

Credential Course Sequence

The ESCP has several credential options for you to consider. Candidates may pursue either a M/M or ESN teaching credential, may pursue both credentials (requires additional fieldwork; see advisor), or choose a concurrent pathway earning both a Multiple Subject teaching credential in addition to an Education Specialist credential (M/M or ESN). For all candidates entering the ESCP in fall 2019 or later, courses listed below will be required as they meet the new TPEs from the CTC.

Additionally, candidates will be required to complete, and document, Clinical Practice hours for most courses. Clinical practice requirements are included directly after Credential Road Maps.

ESCP: M/M Support Needs Credential Road Map

	Course Number/Title	Units	Term/Year Completed	Grade
Co-requisite (3)	EDSE 4310 – Introduction to Special Education Programs	(3)		
Pre-requisite 3 units	CDEV 3140 – Human Development: Childhood <i>OR</i> CDEV 3240 – Human Development: Adolescents	3		
Semester 1 15 units	*EDSE 4210 – Teaching Reading/ELA in Special Education: Elementary (K-6)	3		
	EDSE 4310 – Introduction to Special Education Programs	3		
	* EDSE 4450 – Teaching Students M/M Support Needs	3		
	EDSE 4560 – Introduction to Instructional Design	3		
	EDSE 4750 – Applied Behavior Analysis in the Classroom	3		
Semester 2 14 units	*EDMS 4121 – Mathematics Methods	3		
	EDMS 4150 – Methods of Multilingual Education or Equivalent	3		
	*EDSE 4110 – Teaching Reading/ELA in Special Education: Secondary (6 -12)	3		
	*EDSE 4410 – Consultation and Collaboration	2		
	*EDSE 4810—Teaching Students with ASD	3		
Semester 3 12 units	*EDSE 4430—Assessment in Special Education	3		
	*EDSE 4570—Advanced Curriculum Design: UDL	3		
	**EDSE 4815/16– MM Fieldwork I & II (<i>ESM/CSETs required</i>)	6		
Total Program Units = 44				
*Can only be taken if Conditionally or Fully Admitted to the ESCP.				
**Can only be taken if Fully Admitted to the ESCP.				
Needed for Preliminary Credential				
Clinical Hours (<i>Total 600 hours; course requirements + Fieldwork</i>)				
RICA: <i>Take after completing EDSE 4110 and/or 4210</i>				
CPR Certification (<i>Must include: Infant, Child, Adult</i>)				
<i>Note: If courses were previously completed (i.e., ECY or equivalent coursework), see Advisor to revise course plan.</i>				

ESCP: Extensive Support Needs (ESN) Credential Road Map

ESCP: Extensive Support Needs (ESN) Credential Road Map				
	Course Number/Title	Units	Term/Year Completed	Grade
Co-requisite (3)	EDSE 4310 – Introduction to Special Education Programs	(3)		
Pre-requisite 3 units	CDEV 3140 – Human Development: Childhood <i>OR</i> CDEV 3240 – Human Development: Adolescents	3		
Semester 1 15 units	*EDSE 4210 – Teaching Reading/ELA in Special Education: Elementary (K-6)	3		
	EDSE 4310 – Introduction to Special Education Programs	3		
	* EDSE 4440 – Teaching Students: ESN	3		
	EDSE 4560 – Introduction to Instructional Design	3		
	EDSE 4750 – Applied Behavior Analysis in the Classroom	3		
Semester 2 14 units	*EDMS 4121 – Mathematics Methods	3		
	EDMS 4150 – Methods of Multilingual Education or Equivalent	3		
	*EDSE 4110 – Teaching Reading/ELA in Special Education: Secondary (6 -12)	3		
	*EDSE 4410 – Consultation and Collaboration	2		
	*EDSE 4810—Teaching Students with ASD	3		
Semester 3 12 units	*EDSE 4430—Assessment in Special Education	3		
	*EDSE 4570—Advanced Curriculum Design: UDL	3		
	**EDSE 4915/16– ESN Fieldwork I & II (<i>ESM/CSETs required; see Handbook for specific requirements</i>)	6		
			Total Program Units = 44	
*Can only be taken if Conditionally or Fully Admitted to the ESCP.				
**Can only be taken if Fully Admitted to the ESCP.				
Needed for Preliminary Credential				
Clinical Hours (<i>Total 600 hours; course requirements + Fieldwork</i>)				
RICA: <i>Take after completing EDSE 4110 and/or 4210</i>				
CPR Certification (<i>Must include: Infant, Child, Adult</i>)				
<i>Note: If courses were previously completed (i.e., ECY or equivalent coursework), see Advisor to revise course plan.</i>				

M/M: ESCP/MSCP Concurrent Pathway

	Course Number/Title	Units	Term/Year Completed	Grade
Co-requisites	EDSE 4310 – Introduction to Special Education	6		
	CDEV 3140 – Human Development I: Childhood or equivalent course			
Semester 1	* EDSE 4210 – Teaching Reading/ELA in SpEd: Elementary (K-6)	3	12-15	
	* EDSE 4410—Consultation and Collaboration	2		
	EDSE 4560 – Introduction to Instructional Design	3		
	EDSE 4750 – Applied Behavior Analysis in the Classroom	3		
	KINS 4165—Survey of School Health and Safety	1		
	EDMS 4100 – Foundations of Education in a Diverse Society <i>(Not required for LIBS students who took LIBS 3200)</i>	0-3		
Semester 2	EDSE 4110—Teaching Reading/ELA in SpEd: Secondary (6 – 12)	3	11-16	
	* EDMS 4110 – Reading Methods English Instruction	5		
	* EDSE 4450 – Teaching Students with M/M Support Needs	3		
	EDIT 4170 – (or CSET EdTech Test)—Educational Technology	0-2		
	* EDMS 4150 – Methods of Multilingual Education <i>(Not required for LIBS students who took LIBS 4800 or ENGL 4800 after Fall 2016)</i>	0-3		
Semester 3	* EDMS 4121 – Mathematics Methods	3	15	
	*EDSE 4810 – Teaching Students with ASD	3		
	* EDSE 4430 – Assessment in Special Education	3		
	* EDSE 4815 – M/M Fieldwork Practicum I	3		
	* EDSE 4816 – M/M Fieldwork Practicum II	3		
Semester 4	*EDMS 4130 – Science and Health Methods	3	13	
	*EDSE 4570 – Advanced Instructional Design: UDL	3		
	* EDMS 4140 – History/Social Science & VAPA Methods	3		
	* EDMS 4190 –Student Teaching Practicum I	4		
<p><i>* Courses can only be taken when admitted into the ESCP.</i></p> <p><i>Note: Libs ECY students may complete: EDSE 4310, 4560, and 4750 prior to acceptance into the ESCP.</i></p> <p><i>Pass Reading Instruction Competence Assessment (RICA). Take after completing EDMS 4110</i></p> <p><i>Pass Teacher Performance Assessment (TPA) Cycles 1& 2</i></p>				
TOTAL PROGRAM UNITS 58-65				

ESN: ESCP/MSCP Concurrent Pathway

	Course Number/Title	Units	Term/Year Completed	Grade
Co-requisites	EDSE 4310 – Introduction to Special Education	6		
	CDEV 3140 – Human Development I: Childhood or equivalent course			
Semester 1	* EDSE 4210 – Teaching Reading/ELA in SpEd: Elementary (K-6)	3	12-15	
	* EDSE 4410—Consultation and Collaboration	2		
	EDSE 4560 – Introduction to Instructional Design	3		
	EDSE 4750 – Applied Behavior Analysis in the Classroom	3		
	KINS 4165 – School Health and Safety	1		
	EDMS 4100 – Foundations of Education in a Diverse Society <i>(Not required for LIBS students who took LIBS 3200)</i>	0-3		
Semester 2	EDSE 4110 – Teaching Reading/ELA in SpEd: Secondary (6 - 12)	3	11-16	
	* EDMS 4110 – Reading Methods English Instruction	5		
	* EDSE 4440 – Teaching Students with ESN	3		
	EDIT 4170 – (or CSET EdTech Test)—Educational Tech Foundations	0-2		
	* EDMS 4150 – Methods of Multilingual Education <i>(Not required for LIBS students who took LIBS 4800 or ENGL 4800 after Fall 2016)</i>	0-3		
Semester 3	* EDMS 4121 – Mathematics Methods	3	15	
	*EDSE 4810 – Teaching Students with ASD	3		
	* EDSE 4430 – Assessment in Special Education	3		
	* EDSE 4815 – M/M Fieldwork Practicum I	3		
	* EDSE 4816 – M/M Fieldwork Practicum II	3		
Semester 4	*EDMS 4130 – Science and Health Methods	3	13	
	*EDSE 4570 – Advanced Instructional Design: UDL	3		
	* EDMS 4140 – History/Social Science & VisPerf Arts Methods	3		
	* EDMS 4190 --General Education Fieldwork I	4		
<p>* Courses can only be taken when admitted into the ESCP. Note: Libs ECY students may complete: EDSE 4310, 4560, and 4750 prior to acceptance into the ESCP. Pass Reading Instruction Competence Assessment (RICA). Take after completing EDMS 4110 Pass Teacher Performance Assessment (TPA) Cycles 1& 2</p>				
TOTAL PROGRAM UNITS 58-65				

ESCP Mild/Moderate Support Needs (M/M) Credential: Record of Clinical Practice

Course & Req. Clinical Hours	Term & Date	Hours	**Grade & Setting	School Name	Teacher (Print)	Activities	Teacher Signature
<i>Ex. EDSE 1111</i>	<i>F19; 9/5</i>	<i>2</i>	<i>3rd/RSP</i>	<i>Amazing One</i>	<i>Superb</i>	<i>Sm. group rdng. Tutor</i>	<i>Superb</i>
EDSE 4110: Rdg/LA: Sec = 30 hours							
EDSE 4210: Rdg/LA: Elem = 30 hours							
EDSE 4310: Intro to SpEd = 20 hours							
EDSE 4410: Consult/Collab = 20 hours							
EDSE 4430: Assessment = 20 hours							
EDSE 4450: Tchg. St. M/M = 20 hours							
EDSE 4560: Intro to Inst Design = 0							
EDSE 4570: Adv Inst Design = 30 hours							
EDSE 4750: ABA in Class = 20 hours							
EDSE 4810: Tchg ASD = 30 hours							
EDMS 4121: Math Methods = 15 hours							
*EDSE 4815 = 240 hours	<i>Note: A separate log will be used during your Fieldwork Placement for hours/activities.</i>						
*EDSE 4816 = 240 hours							
Concurrent Candidates: Extended Clinical Practice = 150 hours							
TOTAL HOURS							

Note: Must pass all CSETs to be eligible to be an Intern or for Student Teaching. If you are a Teacher-of-Record with a PIP or STSP, you must take 4815 and 4816 in two separate semesters unless approved to take both courses during one semester by the Program Coordinator.

**Clinical Practice must be completed in a minimum of three separate settings and must include Elementary and Secondary grade levels. Ex. 5th grade RSP; 3rd grade SDC; 8th grade.

ESCP Extensive Support Needs (ESN) Credential: Record of Clinical Practice							
Course & Req. Clinical Hours	Term & Date	Hours	**Grade & Setting	School Name	Teacher (Print)	Activities	Teacher Signature
<i>Ex. EDSE 1111</i>	<i>F19; 9/5</i>	<i>2</i>	<i>3rd/RSP</i>	<i>Amazing One</i>	<i>Superb</i>	<i>Sm. group rdng. Tutor</i>	<i>Superb</i>
EDSE 4110: Rdg/LA: Sec = 30 hours							
EDSE 4210: Rdg/LA: Elem = 30 hours							
EDSE 4310: Intro to SpEd = 20 hours							
EDSE 4410: Consult/Collab = 20 hours							
EDSE 4430: Assessment = 20 hours							
EDSE 4440: Tchg. St. ESN = 20 hours							
EDSE 4560: Intro to Inst Design = 0							
EDSE 4570: Adv Inst Design = 30 hours							
EDSE 4750: ABA in Class = 20 hours							
EDSE 4810: Tchg ASD = 30 hours							
EDMS 4121: Math Methods = 15 hours							
*EDSE 4815 = 240 hours	<i>Note: A separate log will be used during your Fieldwork Placement for hours/activities.</i>						
*EDSE 4816 = 240 hours							
Concurrent Candidates: Extended Clinical Practice = 150 hours							
TOTAL HOURS							

Note: Must pass all CSETs to be eligible to be an Intern or for Student Teaching. If you are a Teacher-of-Record with a PIP or STSP, you must take 4915 and 4916 in two separate semesters unless approved to take both courses during one semester by the Program Coordinator.

****Clinical Practice must be completed in a minimum of three separate settings and must include Elementary and Secondary grade levels. Ex. 5th grade RSP; 3rd grade SDC; 8th grade. SDC/RSP/GenEd (if the site has a Co-Teaching model); 10th grade SDC/GenEd (Co-Teaching).**

Program Evaluation and Completion

Teacher Performance Expectations (TPEs)

The evaluation process in the ESCP is based on the six **TPEs** mandated by the CTC (8/2018). To be recommended for the Preliminary Education Specialist Credential, documentation indicating mastery of the TPEs must be provided by the teacher candidate and University Supervisor (refer to Fieldwork Handbook for specific criteria). Candidates are expected to develop the following skills:

TPE 1: Engage and Support all Students in Learning

TPE 2: Create and Maintain Effective Environments for Student Learning TPE

TPE 3: Understand and Organize Subject Matter for Student Learning

TPE 4: Plan Instruction and Design Learning Experiences for all Students T

PE 5: Assess Student Learning

TPE 6: Develop as a Professional Education

Current TPEs may be accessed at:

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-program-standards-pdf.pdf?sfvrsn=10>

Once the Teacher Candidate has successfully completed all coursework per program standards and fieldwork placements, they may be recommended for a Preliminary Teaching Credential by a Stanislaus State Credential Analyst.

Additionally, Candidates will be asked to complete a program Completion Survey, which is vital to the success of our program. We thank you in advance for your participation and completion of the survey.