Single Subject Credential Program (SSCP)
Secondary Education

2017 - 2018 Program Handbook

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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 web-site:
http://www.csustan.edu/credentials

Please see our webpage for resources and links about the Single Subject Credential Program:

http://www.csustan.edu/teachered/secondary-education

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WELCOME to the Single Subject Credential Program! This handbook will serve as an orientation to the credential program. It is our explicit hope that the information in this document will make the process of earning a credential as understandable 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 a 2042 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 Quality

The California Commission on Teacher Credentialing (CCTC) reviews all credential programs in the State of California regularly. The College of Education, Kinesiology, and Social Work (COEKSW) at CSU Stanislaus is fully accredited by the CCTC. 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.

Pathways to the Teaching Credential

TRADITIONAL (1 YR.)*	**EXTENDED (1+ Years)***	**INTERN***
Full-time Semester 1: • Coursework- includes core class • Field Practicum I for Student Teachers Summer and Winter terms: Optional Coursework Semester 2: • Coursework- includes core classes • Field Practicum II for Student Teachers Field Practicum I & II is a yearlong component of SSCP. Students 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). 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.)	**Part-time**: Non-core coursework may be taken prior to Field Practicum I & II for student teachers.	• 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.
***Applies to students seeking a Bilingual Authorization as well**		

Contact Information

1. For general information and pre-program advising, contact Credential Services at 667-3534, (credentials@csustan.edu).
2. The Single Subject Credential Program (SSCP) website: http://www.csustan.edu/teachered/secondary-education
3. For specific SSCP program questions, contact the program coordinator, Dr. Donna Andrews, at 667-3217.
4. For student teaching related questions, contact Field Services at 667-3230.
5. For information related to clearing a preliminary credential, contact the Credential Services at 667-3534.
6. For information regarding the Bilingual Authorization, contact Credential Services at 667-3534.
7. Program Starts: Fall and Spring starts are open to students.

SECTION I – OVERVIEW

I. Pre-requisite Requirements

The following prerequisite courses, experiences, and documentation must be completed before beginning program. ***Applicants may apply before completing the pre-requisites, but must have them completed before being accepted into program.***

- ***Graduate school admission.*** Apply to the Graduate school as a Post-Baccalaureate student through https://www2.calstate.edu/apply
    - If you are a continuing Stanislaus student, you should apply to the Graduate School at the end of your senior year. **All applicants must pay the $30 credential application fee and a $55 Graduate application fee.**
- ***Complete your undergraduate degree*** (B.A., B.S., B.M., etc.) before starting the program and have it posted on your transcripts.
- ***Basic Skills Requirement.*** With their application, all candidates must submit proof of passage of **ONE** of the following options:
    a) CBEST EXAM (all 3 sections) – go to **www.ctcexams.nesinc.com** for more information and to register for the CBEST exam.
    b) CSU Early Assessment Program (EAP-English and Math taken in Spring of 11th grade with a "College Ready" or "Exempt" score).
    c) CSU Placement Examinations- English Placement Test (EPT) with a score of 151 and Entry Level Math (ELM) with a score of 50).
    d) College Board (AP) - English score of 3 **and** Math score of 3.
    e) ACT Examination - English score of 22 **and** Math score of 23
    f) College Board SAT Examination - English score of 500 **and** Math score of 550.
    g) Pass a (BSE) from another state – List of exams from other states accepted by CCTC found at http://www.ctc.ca.gov/credentials/leaflets/c1667.pdf
- ***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. 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.

       Candidates must fulfill the subject matter competency requirement before they can be accepted into program.
    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. Roxanne Robbin	(209) 667-3433	RRobbin@csustan.edu
English	Dr. William Foreman	(209) 664-6509	WForeman@csustan.edu
Mathematics	Dr. Bjorg Johannsdottir	(209) 667-3547	BJohannsdottir@csustan.edu
Physical Education	Dr. Erin Hall	(209) 667-3219	EHall@csustan.edu
Social Science	Dr. Chau-Pu Chiang	(209) 667-3037	CChiang@csustan.edu
Spanish	Dr. Carlos Andres	(209) 667-3928	CAndres@csustan.edu

4. Students 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.)

- ***Grade point average*** must be a 2.67 overall or a 2.75 in the last 60 units. Credential Services will compute GPA. We can admit a few students under "exceptional admission" criteria. Usually we save those positions for applicants with a GPA slightly below the required one in areas of need (e.g. math and science). Applicants wishing to be considered with lower than required GPAs should include an essay in the application packet that describes reasons why they should be admitted under exceptional admission status. Once admitted to the program, no grade may be lower than a B in any course.

- ***Certificate of Clearance*** **-** The Michelle Montoya School Safety Act requires that people having contact with children in a K-12 school site undergo a criminal background check. The background check is done through submission of computerized fingerprints via a process called "LIVE SCAN".

  Applicants must submit fingerprints via "LIVESCAN" and be "cleared" before working with students. The clearance is processed through the California Commission on Teacher Credentialing (CCTC). The California Department of Justice (DOJ) and the Federal Bureau of Investigations (FBI) conduct background checks. When "cleared," a student will receive an email verifying the "Certificate of Clearance" (which may take several months to arrive).

  Note: Liberal Studies majors and others who have been fingerprinted, but do not have a "Certificate of Clearance" from the California Commission on Teacher Credentialing, must be fingerprinted again. Applicants with a **valid** Emergency Teaching Credential/Permit **OR** a Child Center Permit are cleared and do **NOT** need to reapply for the "clearance". To print current copies of the application for clearance go to http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf

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

  - Take a copy of the Livescan 41-LS form to a Live Scan station to have your fingerprints taken. CSU, Stanislaus, University Police department on campus can do the Live Scan. Your fingerprints will be electronically forwarded to the Commission. Keep a copy for your records. For a list of livescan locations, go to the following link http://caag.state.ca.us/fingerprints/publications/contact.html.

- Make sure there are no pop-up blockers on your computer before you proceed. Go to the California Commission on Teacher Credentialing online at https://www.ctc.ca.gov. **CLICK ON "Online Services for Educators" tab**, found on the center of the page and scroll down to **"Online Applications"** and choose **"Click here to complete applications or modify your profile on the educator page"** found in the yellow box in the center. You will then be asked to enter your Social Security number and date of birth, click **"ok"** once you enter this information. Click on the **"Create Person"** tab found on the left hand side. Enter your personal information and click **"save"**. Complete the same process for your address and click **"save"** and click **"next"**. Under **"Web Applications"** click on the **"create new"** tab and under Document/Authorization click on the drop down arrow and select **"Certificate of Clearance"** for both category and title. Click **"next"** for the next process. You will now be asked ten questions, continue clicking **"next"** after you have answered each question and complete the rest of the online application. Using a VISA or MasterCard debit or credit card, pay the authorized transaction fee of **$52.50** ***(paying a higher fee indicates incorrect process).*** Immediately following the successful submission of the online application, an email will be sent containing a confirmation number and a link to the Track Payment web page. PRINT OUT THIS EMAIL AND PLACE IT IN YOUR CREDENTIAL APPLICATION PACKET TO VERIFY THAT YOU HAVE COMPLETED THIS STEP IN THE PROCESS.

The normal processing time for the fingerprint and character and identification process is one month. If the Commission's Division of Professional Practice must review the individual, 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.

- ***45-hours of Early Field Experience.*** In compliance with Executive Order 758 from the CSU Chancellor's office, we require our candidates have a minimum of 45 hours of documented field experience with students at 6 – 12 grade levels, prior to being admitted to the program and <u>within the last 5 years</u>. This requirement provides potential applicants opportunity for a reality check to confirm her or his interest in teaching at the secondary level. This requirement may be met through many options, including but not limited to: (1) completing the curriculum and instruction courses in subject matter waiver courses and other courses that require hours of observation; (2) providing documentation from a school or schools that the observations have been completed; (3) providing documentation from a school or schools for hours of substitute teaching, (4) providing documentation of coaching, tutoring, or other experiences working with students at the secondary level; pre-program candidates seeking an art, a physical education, or a music credential may also complete hours of early field experience at the elementary level. (Number of hours accepted in areas outlined in #4 is limited to a total combination of 20 hours.) Documentation of all field experiences should be letters written on letterhead and signed by administrators, supervisors, or other responsible parties. Staple the letters to Form VIII in the application packet. Documentation is subject to review by the SSCP Selection and Review Committee and/or Coordinator.

- ***Upper Division Writing*** can be demonstrated by any **one** of three options: (1) completion of a CSU WP class as part of the undergraduate program (verified by transcripts), (2) obtaining a 41 or better on the writing portion of the CBEST (include CBEST scores in Form VI if you elect this option), or (3) completing an upper division composition course with a grade of C or better. All CSU graduates will have met this requirement as part of their BA/BS degree.

U.S. Constitution can be met by PSCI 1201 or an equivalent course that covers the U.S. Constitution (History 17A in the UC system, Merced College or SJDC; History 101 or Poli Sci 101 at MJC; Poli Sci 1 at SJDC; or passage of the AP exam in high school for government). Verification will be based on transcripts submitted with your application. If you have taken a course besides those listed and believe it 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. CSU graduates will have met this requirement as part of their BA/BS degree.

- ***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.

- ***Transcripts.*** The Credential Services Office will access your transcripts via the Graduate School office. When you request transcripts from other colleges and universities, **have them sent to your home** and then turn them in **unopened** with your graduate school application. Order your transcripts as soon as possible since there can be delays from some institutions and your application cannot be fully processed without them.

- ***TB Risk Assessment Clearance*** can be obtained from the Health Center on campus or a local health agency. The TB clearance must be within the last four years.

II. Pre-requisite Course:

The following course is designated as pre-requisite for the program. As such, this course must be taken and/or in progress prior to 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. Students must earn a grade higher than a C+ in this course in order to meet this pre-requisite requirement.

III. 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.

IV. 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 or EDSS 4870 and EDSS 4875 for interns only)

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 students, 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.
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.
EDSS 4870 and EDSS 4875 are fieldwork practicums for Interns only. Interns will be provided an "Intern Support Provider" at the school site and a university supervisor. The university supervisor evaluates the intern during the field practicums.

V. 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 sustainability and global awareness (foundational principles of the secondary education program at CSU, Stanislaus).

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.

VI. 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, students, 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) **Candidates can only take this course with EDSS 4100 and EDSS 4850.*	
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	
***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**: • 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) *Please Note:* 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.) *These classes may be taken prior to admittance to program.*	
**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.)	

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

VII. Applying for a Preliminary Credential

In order to qualify for the Single Subject Preliminary Credential, candidates must complete all of the following:

1. Completed all of the required coursework in the program outlined in Section VI with a GPA of a 3.0 or higher including the co-requisite.

2. Demonstrate mastery of all the Teaching Performance Expectations (TPEs) via the observation of classroom lessons by a university supervisor and cooperating teacher/intern support provider and the evidence collected on all observation and evaluation forms.

3. Pass all four TPA tasks with a score of "3" or better.

4. Show proof of **CPR Certification** for **infant, child, and adult** approved by the American Heart Association or American Red Cross.

*Candidates who are unable to demonstrate mastery of any TPEs or TPAs will have an Individualized Plan that stipulates courses and/or experiences that will assist the candidate in meeting the requirements. The SSCP faculty in consultations with the candidate, the university supervisor, the cooperating teacher, and the site administrator will develop this plan.

** Candidates submit a paper credential application to Credential Services. The application is available in Credential Services in DBH 303 or on the Credential Services' website **http://www.csustan.edu/credentials**

VIII. 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)

IX. Early Completion Option

SB 75, the Scott Bill, provides for an early completion option for interns. A candidate must be employed as an intern in Math, Science, or English in an accredited public school that is a partner with CSU Stanislaus in order to qualify for this option, or has successfully been employed in an accredited private school for at least 3 years. They also must meet the following requirements:

- Obtain a Certificate of Clearance or hold a valid emergency substitute permit
- Meet the Basic Skills Requirement
- Pass the CSET exam or Subject Matter Preparation Program
- Meet the US Constitution Requirement
- Pass the Praxis II Teaching Foundations Exam (TFE); see information and register at www.ets.org
- Pass Teacher Performance Tasks 1-4 on first attempt

Candidates who meet the requirements for the Scott Bill option are supervised in their intern experience for one semester, and they register in EDSS 4870.

X. Intern Option: See Intern Handbook or contact Dr. Elmano Costa 667-3600

CSU Stanislaus does not obtain teaching intern positions for SSCP candidates. The SSCP Selection and Review Committee will need to be contacted by the candidate to determine if the candidate is eligible for an intern position. Candidates also need to have met the requirements listed below and received approval from their EDSS 4100 instructor before asking the committee for approval. Candidates cannot apply for an intern position without an approval letter from the chair of the committee (the SSCCP Coordinator). Once approved, candidates apply and go through a school district's hiring process. If hired by one of these partner school districts, intern candidates contact Credential Services to begin the Intern credential application process.

Intern Requirements:

- 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.
- Intern Candidate must register for the intern seminar (EDUC 6538) in addition to their program classes.

XI. 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 *(Instead of EDSS 4110 Multilingual Education in Secondary Schools)*	3 units
EDSS 4215	Reading and Writing in the Content Area: Bilingual *(Instead of EDSS 4115 Teaching Literacy in the Content Area Classes)*	3 units
EDUC 4460	Cultural Views on Bilingualism *(Fulfills target language and target culture requirement for Spanish bilingual Authorization)*	3 units

Students 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.

Students 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. Students 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

Students 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.

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

C. 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 these: EDUC 4400 – Introduction and Foundations of Multilingual Education **or** EDUC 4430 – Crosscultural 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)

XII. Additional Credential Program Requirements/Information

1. Interview

After you submit the completed application folder to Credential Services, the Department of Teacher Education will schedule an interview. A committee consisting of both CSUS faculty and public school personnel will interview students in groups of three. Students may be asked to return for a second interview, if needed. Applicants must be recommended for admittance by the Selection and Review Committee in order to enter the program.

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

2. New Student Orientation

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

3. Requirements and Description of Student Teaching

In order to begin student teaching, candidates must have satisfactorily completed all aspects of the program application and contacted the Office of Field Services to be placed on the Cleared List to student teach. Students 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, students 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 students 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.

4. Recommendation and Application for the Preliminary Credential

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

a. Satisfactorily completed the co-requisite course and requirements of the Single Subject Credential Program

b. Earned a minimum of a "B" average in all program coursework with no grade lower than "C"

c. Passed all four TPA tasks.

d. Submitted CPR certification

e. Completed the Credential Application form and submitted the form to Credential Services.

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning credentialing requirements is 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. A $16 fee is assessed to all students when they pay their first semester university tuition and fees.

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

7. Selection and Review Committee

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

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

Students who wish to petition the Selection and Review Committee should do so in writing, using the Petition Form. The petition should be turned in to Credential Services. The Committee meets once per month, except in the summer. Responses to petitions are e-mailed to the students. Petition can be found online and in Appendix.

SECTION II – SSCP POLICIES

I. 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 SSCP Selection and Review Committee.
    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 SSCP Selection and Review Committee.
    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.

II. Ethical and Professional Standards for the Single Subject Credential Program

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

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 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 determined by the Selection and Review Committee.

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

Placement on Administrative Leave

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

Automatic Recommendation for Dismissal from the Credential Program

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

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

5) if the candidate receives a second Candidate Concern Profile submission by another instructor or the same instructor, the coordinator will forward the case to the Selection and Review Committee. The Committee will have a meeting to determine consequences for the candidate, including and up to removal from the program.

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

A. <u>Professional Dispositions</u>

i. Demonstrates openness to critical assessments of progress.
ii. Believes that all students can learn. A credential candidate seeks to meet the diverse needs of students, including English learners and students with special needs.
iii. Values diversity and advocates for social justice. A credential candidate shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student.
iv. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
v. Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
vi. Participates in required program activities
vii. Makes satisfactory progress in meeting requirements.
viii. Reflects and self-assesses to improve practice.
ix. Collaborates effectively.
x. Handles Confidential Information Professionally. A credential candidate shall not disclose information about students or cooperating teachers obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A credential candidate shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs and faculty.
xi. Does not engage in the use of social media to communicate with secondary students or communicate with secondary students using personal email accounts and/or telephone devices.

B. <u>Effective Communication</u>

i. Communicates effectively, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
ii. Addresses colleagues, university faculty and staff, and school site personnel in a professional and positive manner. Violence, threats of violence, intimidation, stalking and similar behaviors towards K-12 students, university students, school site personnel and/or university employees on the part of credential candidates shall lead to immediate dismissal from the credential program.
iii. Deals effectively and professionally with disagreements.

C. Appropriate Professional Appearance

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

D. Punctuality, Late Assignments, Preparedness

i. Meets deadlines for assignments.
ii. Notifies cooperating teacher/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
iii. Attends courses regularly and punctually and/or reports to field site regularly and punctually. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks. If two (2) unexcused absences or three (3) “tardies” and/or early departures occur in the same class, the Credential Candidate Concern Profile procedure will be initiated.

E. Academic Integrity

i. *Plagiarism - All submitted course work must be the credential candidate's own work and no one else's, unless expressly permitted by the instructor.

ii. Examinations and Quizzes - Credential candidates may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.

iii. Coursework – Credential candidates may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Student must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.

iv. Lab, Clinical and Field work – Credential candidates may only submit the results of another student's lab, clinic or field work as his/her own, or may only accept help from another student in writing a report, if he/she has received prior permission from the instructor to work jointly with other students in preparing or reporting the work.

v. TPA – Follows all the procedures established by CCTC in the preparation and submission of Teacher Performance Assessment tasks. Failure to follow CCTC guidelines on "original work" in the TPA will lead to immediate dismissal from the Credential Program.

* Plagiarism is a serious issue and will result in no credit for an assignment or an assessment. In addition, plagiarism will result in a referral to the Selection and Review Committee in the Department of Education and may impact your status in the Single Subject Credential Program. When the instructor of a course has evidence that a student has plagiarized, cheated on a course assignment, and/or exhibited unprofessional behaviors, the instructor will:

1. Complete the Student Concern Profile and hold a conference with the student.
2. Submit a copy of the Student Concern Profile to the program coordinator.
3. Give the student a grade of "F" or "NC" on the assignment.
4. When the instructor of a course has evidence that a student has plagiarized or cheated on a course assignment, the instructor will: Complete the Student Concern Profile and hold a conference with the student.
5. Submit a copy of the Student Concern Profile to the program coordinator.
6. Give the student a grade of "F" or "NC" on the assignment.

F. Continuance in Good Standing

In order to continue in the Single Subject Credential Program, the credential candidate is required to:

1. Make satisfactory progress and/or complete program requirements;
2. Participate in the required activities of the program;
3. Demonstrate growing self-direction;
4. Demonstrate positive response to the requirements of the program, especially attempting to meet the needs of learners;
5. Demonstrate overall ethical and professional behavior including behavior in interpersonal situations; and
6. Maintain an overall "B" average while in the program (Earn no grade lower than a "C" in any non-core course, a grade of "Credit" on Credit/No-Credit courses, and no lower than a B in the three core classes EDSS 4100, 4300, and 4400).

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

All candidates are required to read and sign the Professional and Ethical Standards that outlines professional and ethical standards of conduct for student teachers and interns in our program. In the case of the credential candidate's unsatisfactory progress as defined by an SSCP instructor/supervisor, the candidate may receive a Credential Candidate Concern Profile Form. See the following explanation:

Monitoring of Credential Candidate Dispositions

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

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

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

Procedures for Use of the Credential Candidate Concern Profile Form

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

Step 2: For significant violations of policies and/or dispositions or if the credential candidate behavior(s) discussed in Step 1 persists, the instructor completes Step 2 of the Credential Candidate Concern Profile Form and submits it to the Program Coordinator. Along with this new form, the instructor also submits the form completed in Step 1 (for persistent behaviors).

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

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

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

Credential Candidate Concern Profile Form

To: Program Coordinator
Credential Candidate: _____ Student ID# _____
Semester/Year: _____/_____
Instructor _____ Course: _____

Step 1: Issue was privately discussed with candidate on _____
Sign and date this form below.

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.

7. The procedure for determining continuance in the SSCP for students not meeting the requirements of the Area of Concern 1-5 is outlined below:
   a. Amenable to remediation in Area of Concern 1-5 above, so identified as a problem of chronic nature OR
   b. Related to a repeated problematic behavior (after warning has been given) that is not amenable to remediation in Area of Concern 1-5 above, so identified as a problem of acute nature OR
   c. Related to an incident of behavior that has placed a pupil or pupils at risk regarding health and safety concerns that is not amenable to remediation in Area of Concern 1-5 above, so identified as a problem of acute nature.

   The Cohort instructor may order the immediate removal and placement on administrative leave of a credential candidate from the field experiences and/or coursework of the program in the case of behavior identified as acute outlined above pending the outcome of the decision by the Selection and Review Committee.

   In the case that the Selection and Review Committee makes the determination that the problem is chronic, the committee will make recommendations to alleviate or resolve the issues. Copies of the recommendations will be given to the Cohort instructor and to the credential candidate normally within ten academic workdays after the decision. The credential candidate will implement the plan, and the Cohort instructor will monitor the student's progress.

   In the case that the Selection and Review Committee makes the determination that the problem is acute, the Committee will render a decision based upon professional judgment as to the credential candidate's program retention or dismissal. The credential candidate and the Cohort instructor will be notified in writing of the decision within ten academic workdays.

   A credential candidate may appeal a decision of the Selection and Review Committee only on procedural grounds, not on the professional judgment of the Committee. Such an appeal is made to the Department of Teacher Education Appeals Committee. A university-wide process becomes operational if a grade appeal is involved.

G. California State University, Stanislaus, Department of Teacher Education Appeals Process

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

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

- Admission to program

- Retention to program

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

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

Appeals Process

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

H. Grade Point Average

Credential Candidates must maintain a grade point average of 3.0 on all graded courses, with no grade lower than a C in a non-core class, no grade lower than a B in core classes, and a grade of "Credit" on Credit/No-Credit courses in order to continue in program and to be recommended for the credential.

I. Attendance, Punctuality and Absence

1. **Attendance and Punctuality** - Students who do not attend the first class meeting of the coursework will be administratively dropped from the program unless the student contacts the instructor in advance of the absence. Permission to be absent on the first few days of program will be granted only in the event of extenuating circumstances.

   Students are expected to attend classes regularly and to be punctual. Illness with a doctor's note, bereavement (death of family member: spouse, child, sibling, parents, grandparents, grandchildren), and jury duty are appropriate reasons for missing class.

   Being on time reflects positively on the future teacher. Punctuality is seen as an indication of a real commitment to the program and to teaching. Hence, lack of punctuality reflects negatively on the student in the program and will be noted on student evaluations. Should problems arise in regard to either the attendance or punctuality requirements, the first step will be counseling by the Cohort instructor and/or the SSCP Selection and Review Committee. Remediation will be prescribed on an individual basis and may include such actions as taking an approved leave of absence from the program, withdrawing from the program, assuming additional duties/responsibilities, etc.

2. **Notification of Absence** - Students are to notify the Cohort instructor, university supervisor, and appropriate field site teachers in advance of any absence that occurs during the school week. Notification is to be done by the student personally, not by the relaying of messages through

others. The Cohort instructor will explain the notification process. In case of emergencies, notify your Cohort instructor and your cooperating teacher: They must be notified in advance of any absences (as outlined above) whether or not there is a university class on the day of the absence.

3. **Leave of Absence Policy** - Once admitted to the SSCP, students 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 or the student may be dropped from the program and will need to reapply to Graduate School. Students will use the Selection and Review Petition Form for all contacts with the Credential Program regarding these matters located on the SSCP website below.

   http://www.csustan.edu/TeacherEd/Documents/SelectionandReviewPetition11.17.11_000.pdf.

   Students may request a leave of absence to postpone the semester in which they must begin taking courses or to take a leave of one semester once they have been in the program for one or more semesters. Such a request should be directed to the SSCP Selection and Review Committee and should be on the appropriate Petition Form and filed in the Department of Teacher Education Office.

   This request must be filed by census date of the semester for which the student is requesting a leave. The Committee may approve or deny the request. The Committee will communicate its decision in writing. Leaves are granted for one semester only. Students must continue to request leaves with the Selection and Review Committee for each additional semester for up to **two** semesters. Failure to comply with this regulation will result in the student's termination from the program.

   Students returning after a leave of absence from the Single Subject Credential Program may need to meet any new requirements in order to obtain a preliminary credential. Returning students should seek advisement before returning to the program. Students not returning at the end of the approved leave will have to reapply to the program (that is, they must complete a new application, pay fees, etc). Files of students who do not return from a leave or who withdraw from the program will be held a maximum of five years and then will be discarded.

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

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

   a. An application to the university if necessary
   b. Submit the Credential Application Form
   c. Submit Form I – Statement of Intent
   d. Pay the required application fee of $30.00
   e. Submit the packet within the timelines established by the Single Subject Credential Program
   f. Go through the interview process
   g. If the student's file has been discarded, students will need to submit a complete application packet

K. Complaint Against Faculty

If a student has a complaint against a faculty member in the Single Subject 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 see 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.

L. Limitation on Time to Complete Program

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

M. Transfer of Credential Courses from Other Universities

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

N. Limitation on Application to Program

The SSCP allows applicants two (2) attempts to apply for successful program admittance. After the second attempt, no further applications will be accepted from the same candidate.

SECTION III – 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. Additionally, candidates maintain a portfolio, organized in congruence with the Teaching Performance Expectations (TPEs) and Teaching Performance Assessment (TPA). The portfolios are important documents throughout the program and also during the induction years.

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

Cooperating teachers and university supervisors also provide formal feedback to credential candidates using instruments provided in this section. That feedback is shared with the credential candidate and is submitted to the Cohort instructor who uses the information for a quarterly evaluation of each credential candidate. Candidates who are not making adequate progress are referred to the SSCP Selection and Review Committee according to the SSCP Policies outlined above. At the end of the year the Credential Candidates are asked to provide feedback on the program; that feedback is used to continually improve the program.

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 Students 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 Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

III. The California Teaching Performance Assessment (CA TPA)

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 four tasks that comprise the TPAs. Tasks one and two are completed during the first semester of student teaching. Only candidates who are enrolled in both EDSS 4100 and EDSS 4850 complete the first two tasks. Tasks three and four are completed during the second semester of student teaching, therefore, only candidates who are enrolled in EDSS 4300, EDSS 4400, and EDSS 4855/4870 complete these tasks. *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 California Teaching Performance Assessment?
The CA 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.

What is the CA TPA designed to measure?
The CA TPA is designed to measure aspects of the Teaching Performance Expectations (TPE). The TPEs are a set of standards that clearly outline what beginning teachers should know and be able to do before receiving a preliminary credential.

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

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

At CSUS, how do I take the CA TPA?
SSCP candidates complete Subject-Specific Pedagogy (Task One) and Designing Instruction (Task Two) during first semester and Assessing Learning (Task Three) and Culminating Teaching Experience (Task Four).

Is there a fee for taking the CA TPA at CSUS?
At this time there is not a fee for first attempts; however, if a candidate fails the assessment, then there is a charge to resubmit this assessment. Changes to the TPA program may occur at the start of a fiscal year.

Do I have to attend a "class" for the CA 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 and sample responses.

What kind of support should I expect to receive as I complete the CA TPA?
The CA TPA is an example of an "open assessment system". This means that candidates can ask assistance from any faculty member in the Education department. The CA TPA Coordinator will give the primary support for the TPA. In addition to assistance from faculty members, candidates may also seek assistance from their colleagues and practitioners in the field.

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

How can I prepare for the CA TPA?
All courses in credential program are designed to prepare you for specific portions of the TPA through practice assignments that parallel specific tasks. Note that candidates may not use their TPA practices on the actual assessment and that all students must sign a document ensuring that all of the work is original.

What materials will I have to complete the TPA?
Candidates will have a wealth of materials available to them. Each candidate will be given a copy of the handbook produced by the California Commission on Teacher Credentialing. The handbook provides an overview of the CA TPA tasks, guidelines, and directions. Candidates will also have access to benchmark responses. These benchmark papers will give candidates examples of responses that received a score of "4". These are available online. Candidates will also download templates for the CA TPA task electronically so that responses can be typed.

What are the 4 CA TPAs all about?
The TPA consists of four "tasks." Each task has a different focus:
- Task One: Subject Specific Pedagogy
- Task Two: Designing Instruction
- Task Three: Assessing Learning
- Task Four: Culminating Teaching Experience

Task One consists of four cases studies (lesson planning, assessment planning, adapting instruction for English learners, and adapting instruction for students with special needs). Tasks Two, Three, and Four are performance assessments and students complete these tasks while student teaching. The performance tasks require candidates to collect classroom data, plan lessons and assessments, make adaptations for English learners and students with special needs, and collect and analyze data.

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

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

Below is the schedule of fees:

Task One: Case Studies - $185.00
Task Two: Designing Instruction - $185.00
Task Three: Assessing Learning - $185.00
Task Four: Culminating Teaching Experience - $200.00

Please visit http://www.extendeded.com/teachereducation/tpa.html for more information

IV. Liability and Workmen's Compensation Insurance

The University provides professional liability insurance to credential program students. Professional liability insurance aids the student if a situation occurs while working in the public schools. The liability insurance does not cover cases of sexual harassment, child abuse or use of corporal punishment. A $16 fee will be assessed to all students when they pay their first semester university tuition and fees.

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

V. College of Education, Kinesiology, and Social Work, Kinesiology, and Social Work Conceptual Framework

All Colleges of Education have a philosophical base. The CSU Stanislaus COEKSW philosophy states:

A. OUR MOTTO: Advocates for children and their communities

The most exciting and powerful way to ensure our future is to create it. That begins with a vision, and success depends on our ability to align everything we do with fulfilling that vision. Our Vision, Mission, and Aim build on the foundation of our Philosophy that ALL students can learn and that such learning can be enhanced by design. The College of Education, Kinesiology, and Social Work (COEKSW) Vision, Mission, Aim, Philosophy, and Learner Outcomes define who we are as members of the learning community. We are committed to the preparation of P-4 educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.

B. COLLEGE OF EDUCATION, KINESIOLOGY, AND SOCIAL WORK MISSION: Preparing Leaders in Learning

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

C. VISION: Enhancing Lifelong Learning

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

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

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

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

G. LEARNER OUTCOMES

1. Values & Beliefs - The CSU Stanislaus professional education graduate is knowledgeable values diversity among learners while actively modeling cultural responsibility and responsiveness.
2. Knowledge & Skills - The CSU Stanislaus professional education graduate is competent in his or her chosen area.
3. Performance & Achievement - The CSU Stanislaus professional education graduate impacts positively on the achievement of all P-12 students in academic and non-academic areas.
4. Assessment & Reflection - The CSU Stanislaus professional education graduate is committed to self-assessment and reflection.
5. Advocacy & Leadership - The CSU Stanislaus professional education graduate is a partner, educational advocate, and leader at the school level and in the wider community.

H. LEARNER OUTCOMES ELABORATIONS

1. Values & Beliefs. - The CSU Stanislaus professional education graduate is knowledgeable and values diversity among learners while actively modeling cultural responsibility and responsiveness.

a. Collaboration: The educator believes in on-going collaboration and cooperation with others in the field or associated with learning.

b. Cultural Diversity: The educator is sensitive to others and respects both individual and cultural diversity.

c. Learning-focused: The educator promotes, respects, and celebrates learning at all levels and in all forms of engagement.

d. Sense of Purpose: The educator displays a defined sense of purpose on a variety of levels: personal, professional, and public.

2. Knowledge & Skills. - The CSU Stanislaus professional education graduate is competent in his or her chosen area.

a. Student Development: The educator recognizes how students develop and learn, and provides settings that assist in their intellectual, physical, social, and individual development.

b. Instructional Enrichment: The educator recognizes the primary need for discipline, knowledge and pedagogical understanding, and constructs learning experiences that make these facets significant to students' comprehension and intellectual enrichment.

c. Variation: The educator recognizes differences in knowledge bases and appreciates the diversity among learners, creating appropriate learning opportunities.

d. Academic Environment: The educator understands the knowledge of the social, political, philosophical, and cultural contexts in which education occurs, including ethical standards, professional practice, and laws and regulations.

e. Technology: The educator integrates informational and educational technology effectively with professional practice.

3. Performance & Achievement. - The CSU Stanislaus professional education graduate impacts positively on the achievement of all P-12 students in academic and non-academic areas.

a. Learning Environment: The educator creates an effective learning environment. Integration Across Disciplines: The educator integrates subject matter content with pedagogy appropriate to the field of study.

b. Accommodation: The educator accommodates for a range of differences in culture and developmental levels.

c. Responsive Pedagogy: The educator develops appropriately responsive curriculum to accommodate the diversity among learners that is accessible and meaningful to students.

4. Assessment & Reflection. - The CSU Stanislaus professional education graduate is committed to self-assessment and reflection.

a. Awareness: The educator makes well-informed decisions based on continuous research and reflection.

b. Lifelong Learning: The educator actively seeks opportunities and involvement to grow professionally as a lifelong learner.

c. Advocacy & Leadership. The CSU Stanislaus professional education graduate is a partner, educational advocate, and leader at the school level and in the wider community.

d. Professionalism: The educator adheres to high standards of professional and ethical conduct.

e. Communication: The educator collaborates effectively with parents, educators, and various service and support personnel.

f. Activism: The educator leads the learning community as an advocate for equal opportunity and access to education for all students.

Our vision, mission, aim, and philosophy exist only on paper until we put them into action. They come

alive when we implement them in all that we do as members of the College of Education, Kinesiology, and Social Work. We see their results when we view the outcomes. We have succeeded when our students become educators who impact positively and optimally on the achievement of ALL P-14 students, and become advocates for P-14 children and their communities.

The Single Subject Credential Program faculty wishes you the very best experience in our credential program and we are here to help you achieve your goals.

Appendixes

Student Concern Profile Form

To: Department Chair Semester: _____ Student ID#_____

Student: _____

Course: _____

Step 1: Issue was privately discussed with student on _____

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

_____ _____

Faculty Signature Date

_____ _____

Student Signature *Signature does not indicate agreement or disagreement* Date

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

Selection and Review Petition Form

Send all copies to: Teacher Education Department, DBH 330
One University Circle, Turlock, CA. 95382

Student Complete_____ Name _____
Date Submitted _____

CSU Stanislaus Student ID # _____ Day Phone _____

Email: _____ **Please check one:** ☐ **MSCP** ☐ **SSCP** ☐ **ESCP**
☐ **Concurrent ESCP/MSCP**

Type of Petition (Fill in all areas that apply)

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

Leave of Absence for _____ **and Return to Program** _____
Semester / year semester / year

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

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

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

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

	Approved	Denied

_____ _____
Selection & Review Meeting Date Committee Chair Signature

Please supply name and address here:

_____
Name

_____
Mailing Address

_____
City **State** **Zip Code**

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

SINGLE SUBJECT CREDENTIAL PROGRAM: Record of Clinical Practice

Course Name	***Semester (Ex. Fall 2017)***	***Target Hours***	***School Site***	***Activities***
EDSS 3900 - Foundations of Secondary Education		10		
EDSS 4110 – Multilingual Education **or** EDUC 4400 for bilingual authorization		10		
EDSS 4115 – Literacy in the Content Areas **or** EDSS 4215 for bilingual authorization		10		
*EDSE 4310 – Introduction to Special Education - **New requirement begins Fall 2017*		10		
EDSS 4100 – Secondary Education Methods I		10		
EDSS 4850 – Field Practicum I 3 periods per day 3 days per week over 16 weeks.		144		
Miscellaneous Student Contact Hours outside of Required Coursework or Fieldwork Hours during the First Semester in a Cohort (Examples: substitute teaching, tutoring, coaching, club advising, etc.)		66		
EDSS 4300 – Secondary Education Methods II		10		
EDSS 4400 – Secondary Education Methods III		10		
EDSS 4855 – Field Practicum II 3 periods per day 5 days per week over 18 weeks		270		
Miscellaneous Student Contact Hours outside of Required Coursework or Fieldwork Hours during the Second Semester in a Cohort (Examples: substitute teaching, tutoring, coaching, club advising, etc.)		50		
TOTAL HOURS		**600**		

CCTC Standard 3A Requirement is 600 hours