CSUF | Secondary Education
COLLEGE OF EDUCATION

# Single Subject Credential Program

# **Student Handbook**

*Updated 6/18/2026*

CSUF | Secondary Education
COLLEGE OF EDUCATION

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# Common SSCP Terms and Definitions

**Admissions and Academic Advisor** - Main point of contact for admissions, orientation, ongoing registration concerns, program progress concerns, and campus resources

**Assessments:**

- **CalTPA** - California Teaching Performance Assessment (CalTPA website); a two-part assessment based on TPEs completed in each student teaching semester is required to secure your teaching credential
- **TPE Formal Evaluation** - An assessment of the teacher candidate's knowledge of effective teaching instruction is required to secure your teaching credential. An evaluation will be completed by the clinical coach and mentor teacher based on their observations of your fieldwork/student teaching as part of EDSC 449E and EDSC 449I.

**Candidate Improvement Plan (CIP)** - An action plan addressing areas of growth for a TC during the program

**Clinical Coach (CC)** - CSUF faculty who supervise teacher candidates during fieldwork and student teaching placements

**COE** - College of Education (COE website)

**CTC -** California Commission on Teacher Credentialing (CTC website)

**EDSC** - Prefix for Department of Secondary Education courses

**JEIE (Just, Equitable, and Inclusive Education)** - A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

**Mentor Teacher (MT)** - District employed supervising teacher (classroom teacher) in the fieldwork and student teaching classroom

**SECTEP Director** - The Secondary Education Cooperative Teacher Education Program director coordinates all aspects of the SSCP in collaboration with SACs, Admissions and Academic Advisor, Clinical Coaches, TPA coordinator, and Mentor Teachers. This role also includes serving as course custodian for EDSC 440S/F.

**SSCP** - Single Subject Credential Program

**Subject Area Coordinator (SAC)** - Main contact for teacher candidates within their subject area; liaises with academic faculty, academic advisor, clinical coaches, and mentor teachers

**Teacher Candidate (TC)** - CSUF student enrolled in the Single Subject Credential Program

**TPA Coordinator** - The Teacher Performance Assessment coordinator oversees SSCP support for TCs with Cycle 1 and Cycle 2 of the CalTPA. They also are the SSCP liaison to the CTC for TPA updates, support, and scoring matters.

**TPE** - Teaching Performance Expectations (CTC website listing current TPEs)

**UDL** - Universal Design for Learning, an educational framework that helps teachers design lessons that give all students multiple ways to access content, engage in learning, and show what they know.

# Section 1: College of Education (COE) Information

## COE Mission, Conceptual Framework, and JEIE Principles

*Mission*
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

*Conceptual Framework Outcomes*
The theme “Reach. Teach. Impact.” is the foundation of the COE’s conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable, and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

- REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.
- TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and support necessary for all learners to attain high-quality outcomes.
- IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global,interconnected, and digital world.

*College Commitment to Just, Equitable, and Inclusive Education*
A just, equitable, and inclusive education requires an awareness of and willingness to interrupt and change policies and practices that have historically institutionalized the privilege of one group of students over others. The College of Education (COE) strives to prepare educators with the knowledge and competencies to reflect this disposition in their professional work through their ability to provide:

- **Just Education**: A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one’s own privileges, biases, perspectives, and beliefs on the interactions one has with students.
- **Equitable Education:** A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, socioeconomic status, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

- **Inclusive Education:** A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society and as a mechanism to transform how we do our work.

JEIE resources can be accessed here.

## Scholarships and Financial Aid for Credential Students

There are several financial aid resources to help make earning your credential more affordable. We encourage all candidates to submit a FAFSA application or CA Dream application to see what aid may be available.

Check the resources below for more information:

- COE Scholarships and Financial Aid website
- CSUF Office of Financial Aid

You can also connect with the Assistant Dean for Student Affairs for more information about campus resources.

# Section 2: Credential Program Description and Policies

## Single Subject Credential Program Overview

*Program Description*
The SSCP is an interdisciplinary two-semester program to prepare Single Subject teachers in specific content areas for work in K-12 classrooms. The program connects the three main elements of teaching training (subject matter preparation, pedagogical training, and field experiences) through collaboration among the Department of Secondary Education, university academic departments and programs, and local school districts. Students move between theoretical knowledge provided in coursework and the practical experience gained through placements in classrooms at local school sites, developing philosophical and methodological perspectives that are tested in practical experience. Our program recruits and supports teacher candidates in developing the dispositions, knowledge and skills needed to enable them to meet the needs of the diverse learners in California's schools. The program is articulated with the California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, the California Standards for the Teaching Profession, the California Teaching Performance Expectations (TPEs) and the Teaching Performance Assessment (TPA)..

*Admissions Policies and Procedures*
Requirements for Admission to the program are based on California Commission on Teacher Credentialing admission standards, CSU Chancellor's Executive Orders, and the Single Subject Credential Program guidelines. Admission requirements are non-negotiable and must be met in full prior to admittance to the program.

Applicants begin the admissions process by seeking advisement prior to applying to the program. Advisement can be sought in the following ways:

- Attend a Single Subject Credential Program Overview Meeting (mandatory).
- Meet with your Subject Area Coordinator (SAC).
- Meet with the SSCP Admissions and Academic Advisor

It is the responsibility of the applicant to stay informed of application requirements and deadlines, as they may change periodically. It is advised that applicants check the SSCP Admissions Website for updated requirements and deadlines every few months prior to application. Application deadlines are posted in the SSCP Application Checklist document on the SSCP Admissions Website .

Once application documents have been submitted, the documents are sent to the Subject Area Coordinators for evaluation. The application files are reviewed to determine if all admission requirements have been met, and to assess the professional dispositions of the applicant. If an applicant has met all admission requirements and passed the initial

screening for disposition, they will be invited for an interview to further assess dispositions and subject area knowledge. If an applicant has not met the admission requirements and/or did not pass the initial screening for disposition they will be denied an interview and admission to the program.

The SSCP adheres to the principles in Credential Program Committee Policy One. Applicants not demonstrating these characteristics will be denied admission to the program.

- Dispositions are evaluated through multiple means including the contents of the narrative, faculty recommendations, participation in prerequisite courses, and personal interactions with faculty and staff through email, phone or in-person meetings. It is the right and privilege of the SAC to determine, in consultation with their admissions team, the appropriateness of the applicant's disposition to work with K-12 students, K-12 administrators, teachers and parents, and SSCP program faculty. An applicant may be denied an interview and admission to the program based on dispositions.

Admission decisions are made by the Subject Area Coordinator in consultation with their admission team. Admission decisions will be sent to all applicants via email directly from the SAC or from the Admissions and Academic Advisor. In the case of a denial, the applicant has the right to re-apply. All application documents and decisions will remain in the applicant's file. All admissions decisions are final.

## Program Coursework

The Single Subject Credential Program courses are as follows:

| PREREQUISITE COURSES (12 UNITS) |
|---|
| **EDSC 310 - The Teaching Experience: Participation (3 units)**<br>*Course Description:*<br>History, philosophy, sociology of secondary education. Introduction to California Teaching Performance Expectations and Teaching Performance Assessment;needs of special populations, English learners, struggling readers; content standards and major curriculum reform documents. Includes 45 hours of observation in public schools on specific course requirements. May be repeated once for credit with consent of the instructor. |
| **EDSC 320 - Teaching Teenagers: Adolescent Learning and Development (3 units)**<br>*Course Description:*<br>Public education, schooling and the social construction of adolescence through historical and contemporary lenses, focusing on creating just, equitable and inclusive learning spaces for adolescents. |
| **EDSC 330 - Developing Literacy in Secondary Schools (3 units)** |

*Course Description:*
Strategies for developing content-based reading/writing abilities,comprehension skills and vocabulary of secondary students. Methods of teaching reading,writing and language skills for English learners and native English speakers. Diagnostic assessment strategies. Letter grade.

**EDSC 340 - Diversity in Secondary Schools (3 units)**

*Course Description:*
Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. How teaching is shaped by diversity in California society. Analyze personal and institutional biases.

***FIRST SEMESTER PROGRAM COURSES (16 UNITS)**

**EDSC 410 - Teaching and Learning from Language Learners in Secondary Schools (3 units)**

*Course Description:*
Research-based approaches and strategies for teaching English learners in secondary schools. Theories of language acquisition and development. Cognitive, linguistic, socio-cultural and political factors that affect English language development. Legal issues pertaining to the education of English learners.

*EDSC 410 may be taken before the start of the program.
*EDSC 410 must be completed with a grade of B- or better before transitioning into second semester of the program.

**EDSC 440S - General Pedagogy in Secondary Schools (4 units)**

*Course Description:*
Prerequisites: Admission to Single Subject Credential Program. Corequisite: EDSC 440F. Interrelationship of pedagogical theory and practice, classroom management, instructional planning, assessment of student learning, student engagement, and teacher professionalism.

**EDSC 440F - Supervised Fieldwork in Secondary Schools (2 units)**

*Course Description:*
Prerequisite: Admission to Single Subject Credential Program. Corequisite: EDSC 440S. A field experience in a single subject in public schools with guided observation and reflection.

**ARTE/EDSC/KNES/MAED/MUSE/THTR 442 - Teaching [Subject Specific Methods] in Secondary Schools (3 units)**

*Course Description:*
Prerequisites: Admission to Single Subject Credential Program.
Principles, methods, and materials for teaching [subject-specific methods] in the secondary schools.

*A grade of B- or better is required to earn a California Preliminary Single Subject Teaching Credential.

**ARTE/EDSC/KNES/MAED/MUSE/THTR 449E - Externship in Single Subject Teaching (3 units)**

*Course Description:*
Prerequisite: Admission to Single Subject Credential Program.
Practicum: Minimum of 256 hours, Monday - Thursday in co-teaching in single subject classrooms. Credit/No Credit only.

*A grade of B or better is required to receive a grade of credit (CR).
*Students sign up for the appropriate departmental offering from the following: ARTE 449E, EDSC 449E, KNES 449E, MAED 449E, MUSE 449E.
*May be repeated once for credit.

**EDSC 460A - Teaching Performance Assessment Seminar A (1 unit)**

*Course Description:*
Preparation for completion of California Teaching Performance Assessment (TPA) Cycle 1 which is required for a Preliminary Single Subject Teaching Credential.

***SECOND SEMESTER PROGRAM COURSES (19 UNITS)**

**EDSC 304 - AI and Educational Technologies for Secondary Teachers (3 units)**

*Course Description:* Explore and develop proficiency with the use of AI and other technologies to facilitate teaching and advance learning. Develop digital literacy, awareness of legal and ethical issues, and insights into the possibilities and limitations of technology tools within education. Meets technology requirement for California Preliminary Single Subject Credential.

*EDSC 304 may be taken before the start of the program, but it must be completed by the end of second semester.

**ARTE/EDSC/KNES/MAED/MUSE/THTR 449S - Seminar in Secondary Teaching (3 units)**

*Course Description*:
Prerequisite: EDSC 410, EDSC 440S, EDSC 449E. Corequisite: EDSC449I.
Seminar in student teaching in a single subject in secondary schools. Class activities and assessments are aligned with student teaching fieldwork experiences.

*Credit/No Credit only; a grade of B or better required for credit.

**ARTE/EDSC/KNES/MAED/MUSE/THTR 449I - Second Semester Student Teaching (10 units)**

*Course Description*:
Prerequisites: EDSC 449E. Corequisite: EDSC 449S.

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| Practicum: Minimum of 360 hours in a single subject in public schools.<br>*Credit/No Credit only. A grade of B or better is required to receive a grade of credit.<br>*Departmental course offerings are: ARTE 449I, EDSC 449I, KNES 449I, MAED 449I, MUSE 449I, and THTR 4449I. |
| **EDSC 460 - Teaching Performance Assessment Seminar (3 units)**<br>*Course Description*: Preparation for completion of California Teaching Performance Assessment (TPA) Cycle 2 which is required for the Preliminary Single Subject Teaching Credential. |

**Important Note*: Teacher Candidates must maintain a minimum cumulative GPA of 3.0 across all credential program coursework.

## Teacher Candidate Dispositions

*Professional Dispositions Expected of Candidates*
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As teacher candidates move through their program it is expected they demonstrate a commitment to fairness and a belief that all children can learn through an increasing ability to: promote diversity, engage in collaborative endeavors, think critically, maintain professional and ethical standards, value life-long learning. A full description is found at: Dispositions.

*Evaluation of Professional Dispositions expected of Candidates*
Mentor Teachers will assess candidate dispositions according to the indicators listed below and enter their rating in the MT Evaluation System (which is also used to evaluate candidate proficiency with the Teacher Performance Expectations). These indicators are based on the COE Vision, Mission, and Values and Candidate Dispositions. All disposition evaluations will be due by the last day of class during the first semester according to the CSUF academic calendar.

| **A. Promote Diversity (PD)** | |
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| **PD 1** | The Teacher Candidate demonstrates a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful and non-discriminatory manner. |
| **PD 2** | In their work as future teachers, the Teacher Candidate identifies and provides the academic support necessary for all students to attain high-quality outcomes. |

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| **PD 3** | The Teacher Candidate demonstrates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences. |
| **B. Engage in Collaborative Endeavours (ECE)** | |
| **ECE 1** | The Teacher Candidate demonstrates interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues, and other professionals to support student learning and well-being. |
| **ECE 2** | In their work with others, the Teacher Candidate models and encourages positive social interaction, active engagement in learning, and self-motivation. |
| **C. Think Critically (TC)** | |
| **TC 1** | The Teacher Candidate systematically reflects on practice and constructive criticism from others to make informed decisions and grow as an effective educator. |
| **TC 2** | In their work with others, the Teacher Candidate uses a variety of formal and informal assessments to evaluate progress and performance, identifies individual and group needs, and modify teaching for individual growth and improvement. |
| **D. Maintain Professional and Ethical Standards (MPES)** | |
| **MPES 1** | The Teacher Candidate understands and fulfills ethical and professional responsibilities of educators as defined in state, national, and institutional standards. |
| **MPES 2** | The Teacher Candidate displays the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals. |
| **E. Value Life-Long Learning (VLL)** | |
| **VLL 1** | The Teacher Candidate demonstrates the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the professions. |
| **VLL 2** | In the field, candidates act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being. |
| **F. Demonstrate Professional Demeanor and Responsibility (DPDR)** | |
| **DPDR 1** | The Teacher Candidate is prompt, is not unnecessarily absent, notifies |

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| | appropriate individuals when absence is necessary, completed assignments on time, and follows through on commitments. |
| **DPDR 2** | The Teacher Candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. |
| **DPDR 3** | The Teacher Candidate is poised and professional in their demeanor and communication with others. |
| **DPDR 4** | The Teacher Candidate is diligent in appropriate and correct use of oral and written language. |

## **Transition Points** - Key Assessments and Requirements

| **Admission to the Program** |
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| *Key Assessments*:<br>● Candidate Interview [Passing score of 80% or better with no unacceptable ratings in any criteria]<br><br>*Additional Requirements:*<br>● Subject Matter Competency – Earned a bachelor's degree with an approved major in the same discipline as credential OR successful completion of a Subject Matter Preparation Program (SMPP) [requires Subject Area Coordinator's signature] OR passage of all required subtest of California Subject Exam for Teachers (CSET) OR combination of CSET and coursework.<br>● Verification of Educational Basic Skills Proficiency - Met with a bachelor's degree from a regionally accredited institution<br>● Prerequisite coursework – Successful completion of EDSC 310, 320, 330, and 340 with earned grades of C- or better in each course<br>● Ethnic Studies – Successful completion of an Ethnic Studies course (within ten years of application)<br>● Just, equitable and inclusive education (JEIE) essay - Candidate must be able to express in writing their understanding and commitment to JEIE through specific examples<br>● Bachelor's degree awarded from accredited IHE or verified as equivalent<br>● GPA – Must be at least 2.5 cumulative or in the last 60 semester units attempted (possibility for exceptional admit based on the quality of other criteria)<br>● Faculty/Professional Recommendations – Average of "Very Good" for current recommendations<br>● TB Clearance – Provide evidence of a recent tuberculosis test (within last 4<br>● years) |

- Certificate of Clearance – FBI background check through CTC (fingerprints required)
- CPR Training Certification – American Red Cross or American Heart Association Certified (infant, child, adult)

**Admission to First Semester Clinical Practice/Fieldwork**

*Key Assessments*:

- Passing all credential coursework in progress (CR or grade of B- or better)

*Additional Requirements:*

- Successful completion of mandated reporter training, with certification.

**Admission to Second Semester Clinical Practice/Fieldwork**

*Key Assessments:*

- Earned grade of B- or better for EDSC 442, EDSC 440S, and EDSC 410
- Credit earned for first semester fieldwork (EDSC 440F and EDSC 449E) and EDSC 460A
- Passing score on TPE Level of Proficiency: First Semester Evaluation (initial teacher candidate TPE evaluations) by Clinical Coach must average ≥ 2.0 on program rubric and have remediation plan for any TPE below 2
- Mentor Teacher review of candidate disposition in online evaluation system – minimum average rating of 2.0 with no items with an“unacceptable” rating (1.0)
- Submission of CalTPA Cycle 1 Learning About Students and Planning Instruction.
    - Candidates who do not passCycle 1 by the end of the first semester may be required to take EDSC 499 (1-unit) over Intersession (Winter - for Fall start; Summer - for Spring start) with the CalTPA Coordinator and retake the cycle before the second semester begins.
    - If a candidate does not submit CalTPA Cycle 1 in time to receive a score before the second semester begins, they must submit a plan for Cycle 1 submission with their SAC, the CalTPA Coordinator and the SSCP Director.

*Additional Requirements:*

- Recommendation by Subject Area Coordinator

**Exit from Program and Recommendation for Credential**

*Key Assessments:*

- Credit (B- or better) earned for EDSC 449S and EDSC 460
- Credit (C- or better) earned for EDSC 304 or passage of CSET 133 and 134
- Credit (B- or better) earned for fieldwork course (EDSC 449I)
- Passing score on TPE Level of Proficiency: Second Semester Final Evaluation by Clinical Coach and MT (overall average ≥ 2.85 on rubric, with no TPE lower than 2)
- Mentor Teacher review of candidate performance via TPE Level of Proficiency:

Second Semester Final Evaluation

- For Recommendation for Credential:
  - In addition to the above, candidates must also have passing scores on CalTPA Cycle 1 and Cycle 2. Candidates who do not pass Cycle 1 and Cycle 2 by the end of the second semester must submit a plan for (re)taking CalTPA to their SAC, the CalTPA Coordinator and the SECTEP Director.
  - Note: Per CTC, Candidates must be enrolled in a preparation program to submit the assessment.
  - Candidates who have otherwise completed all program requirements may work on CalTPA Cycle 1 and Cycle 2 following program completion and may be required to take EDSC 499 (1-unit) with the CalTPA Coordinator.
  - Exit Survey

*Additional Requirements:*

- Recommendation by Subject Area Coordinator
- Verification of U.S. Constitution Requirement

**Post-Program Assessment**

- Year-out Program Surveys (graduates and employers)

## General Program Policies

These policies are set by the Secondary Education Cooperative Teacher Education Program (SECTEP) and the Credential Programs Committee (CPC) of the University Education Unit.

*Attendance*

- Teacher Candidates are responsible for regular attendance and punctuality in fieldwork placements and in all CSUF classes. Candidates may not miss University classes to attend public school classes, activities, or substitute teach. Promptness and regular attendance are considered the candidate's professional responsibility.
  - More than 3 absences will require a meeting with the Subject Area Coordinator.
  - Teacher Candidates with more than 1 tardy or more than 1 unexcused absence will be placed on a Candidate Improvement Plan (CIP). If the tardies and/or unexcused absences continue, a candidate may be removed from the program.
- Protocol for reporting absences:
  - All absences from fieldwork or student teaching (even just one class period) require that the candidate notify the mentor teacher by email and copy the Subject Area Coordinator in advance or as soon as possible. Failure to do so may result in program removal.
- Teacher Candidates are expected to be at their placement school site(s) on the days and hours assigned agreed upon with the mentor teacher.

*Logging Hours*

- Teacher Candidates are required to keep a log of their clinical fieldwork and student teaching hours.
    - Examples of appropriate activities that may be included in the 600 clinical practice hours (minimum) include:
        - Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching
        - Co-planning time, with experienced teachers for lessons that the candidate will deliver,
        - Working with experienced teachers, grading and analyzing student work, reflecting on lessons,
          and planning for the needs of individual students
        - Time working with professional learning communities, grade level and department meetings
            - These hours must be completed at your assigned placement site.

*General Appearance*

- Dress professionally and in accordance with the school site standards and attire that is appropriate for the work being done (e.g., Physical Education candidates would be dressed for physical activity during class time).
- Your dress or appearance should not be a distraction to the learning environment.
- Remember every day of student teaching at your placement site is an interview.

*Professionalism*

- Demonstrate willingness to complete assigned tasks.
- React constructively and respectfully to feedback.
- Show emotional control and poise.
- Use appropriate situational judgment.
- Remember you are an adult with professional responsibilities at the school site including being a mandated reporter. Your interactions with students should reflect this.
- Know when to constructively criticize and/or praise educational practices.

*Grade Point Average and Course Grades*

- A minimum grade of C- is required across all 300-level courses (EDSC 304, 310, 320, 330, 340).
- All 400-level Single Subject Credential Courses (including EDSC 410, courses outside EDSC, and Credit/No Credit fieldwork) require a grade of B- or better AND candidates must have achieved a minimum grade point average of 3.0 on a four-point scale in all credential classes after entering the program to qualify for an initial credential.
- Students who earn below B- in a 400-level credential course will be required to retake the course or risk program removal. No course may be repeated more than once.
- All required first semester courses must be passed before moving into the second semester of the program.

- If an Incomplete is received for a course at the end of the first semester, the Incomplete must be cleared by the start of the second semester in order to continue with second semester coursework and fieldwork. Any exceptions to this must be in writing from the Admissions and Academic Advisor and the SECTEP director. An Incomplete turns to an F if not completed within one year of the date it is assigned.

*Communication*

It is expected that Teacher Candidates will check their CSUF email regularly, several times a week, and respond to messages from program faculty, clinical coaches, and mentor teachers in a timely manner. Candidates are expected to use their CSUF email for all SSCP-related and school district-related communications.

*Protocol for Communicating Concerns*

Candidates are expected to maintain professional communication standards at all times while in the program. They should follow appropriate procedures when expressing concerns regarding mentor teachers, clinical coaches, course instructors, and Subject Area Coordinators.

- Concerns regarding mentor teachers:
  1) Communicate concerns professionally and directly with the mentor teacher to resolve the concern.
  2) If a resolution is not met with the mentor teacher, communicate with the clinical coach.
  3) The Subject Area Coordinator may be involved to help resolve the concern if steps 1 & 2 do not resolve the concern.

  Candidates should avoid informally discussing or venting about mentor-teacher concerns with school site staff or fellow candidates. All concerns must be brought to the program team so they can be addressed appropriately and professionally.

- Concerns regarding clinical coaches:
  1) Communicate concerns directly and professionally with the clinical coach to try and resolve the concern.
  2) If a resolution is not met with the clinical coach, communicate with the Subject Area Coordinator.

  Candidates should avoid informally discussing or venting about clinical coach concerns with school site staff or fellow candidates. All concerns must be brought to the program team so they can be addressed appropriately and professionally.

  At the end of the semester, teacher candidates are invited to provide feedback about the performance of their clinical coaches on student opinion questionnaires (SOQs). Information from SOQs is taken seriously and used to inform program improvement.

- Concerns regarding course instructors:
  1) Communicate concerns directly and professionally with the instructor to try and resolve the concern.

2) If a resolution is not met with the instructor, communicate with the Subject Area Coordinator.

Candidates should avoid informally discussing or venting about instructor concerns with school site staff or fellow candidates. All concerns must be brought to the program team so they can be addressed appropriately and professionally.

At the end of the semester, teacher candidates can provide feedback to their instructors On student opinion questionnaires (SOQs). Information from SOQs course evaluations is taken seriously and used to inform program improvement.

- Concerns regarding Subject Area Coordinator:
  1) Communicate concerns directly and professionally with the Subject Area Coordinator and try to resolve the concern.

  Candidates should avoid informally discussing or venting about Subject Area Coordinator concerns with school site staff or fellow candidates. All concerns must be brought to the program team so they can be addressed appropriately and professionally.

In all the above scenarios, if a resolution is not met, the candidate may make an appointment to speak with the Secondary Education Department Chair.

*Substitute Teaching*

- In no case shall substitute teaching interrupt a candidate's ability to attend required SSCP coursework.
- First semester: The maximum number of days a teacher candidate can substitute teach in their Mentor Teacher's classroom is 8 days.
- Second Semester: The SAC, Clinical Coaches, and their Mentor Teacher must approve in advance any substitute teaching outside of the MT's own classroom (AND only at your assigned school site). The TC's MT and/or site administration must be willing to provide feedback and support as needed. The maximum number of days a teacher candidate can substitute during their second semester student teaching experience is 18.
  - See below for information about long term substitute teaching and/or internships.
- There is a cost to apply for a substitute teacher credential/permit within each school district.
- A candidate must be in good standing in the program to be permitted to substitute teach.
- Substitute teaching does not excuse candidates from program courses or program requirements.

*Lesson Plans*

- First Semester: Candidates are required to submit lesson plans as part of the assignments for their first semester courses. They are required to demonstrate proficiency in daily lesson planning before they may continue to second semester student teaching.

- Second Semester: Candidates are required to submit lesson plans in advance of their teaching. Lesson plans are required to be submitted to the 449I instructor no later than the Monday of the week of instruction.
- Use of a Lesson Plan When Teaching: Candidates shall not teach without a formal, written lesson plan. Plans may be initiated by the MT or the candidate AND must include all the required elements taught in their CSUF general pedagogy or content area methods course. For observations, lesson plans should be available to the MT and/or Clinical Coach **at least 24 hours prior** to the lesson being taught. Failure to plan and/or make use of a lesson plan when teaching may result in the TC being removed from the Single Subject Credential Program.

*Video Capture for Clinical Coach Observations and CalTPA Submissions*
Candidates may use video recordings of their teaching for no more than 1 first-semester observation and no more than 3 second-semester observations, subject to Clinical Coach agreement.

- Protocol for video capture - Teacher candidates can use any device to capture video of their instruction to be used for formal observation, reflection and goal setting. While students can be present in the video, as required for CalTPA submissions, measures should be taken to avoid capturing individual student faces when possible.
- Protocol for video storage - Once video has been captured, it must be stored in a CSUF Dropbox account. Videos must not be available on a public platform under any circumstance. Once the video has been viewed by the clinical coach, feedback provided using the department approved observation form and the post-observation meeting has been held between the teacher candidate and the clinical coach, the video must be permanently deleted (videos should be kept for no more than 2 weeks). The only record kept for virtual observations is the observation form itself. Please be sure all communication utilizes CSU Fullerton email and CSU Fullerton Dropbox accounts; this includes emails, videos, and feedback.

If using a recorded lesson as part of a CalTPA submission, the candidate must adhere to the Pearson video recording policies.

*Child Abuse Reporting*

- Teacher Candidates are considered to be mandated reporteres of child abuse. Child Abuse Reporting Requirements are extracted from the California Child Abuse and Neglect Reporting Act (Section 11166).
- All TCs must complete mandated reporter training before they begin the credential program.

*Sexual Harassment*
Sexual harassment in employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code sections 12940(a), (j), and (k). Any teacher candidate who engages in sexual harassment in their classes or fieldwork will be subject to immediate program removal. The Sexual Harassment Policy is excerpted from the State of California Department of

Fair Employment & Housing (Publication DFEH-185).

*Credential Commencement Ceremony Participation Policy*
All program coursework, including all requirements for student teaching, must be satisfactorily met and the credential commencement fee must be paid to participate in the commencement ceremony. This includes all Department of Secondary Education paperwork and evaluations. Candidates that complete program requirements after the ceremony date will be invited to participate in the ceremony the following year. Special circumstances may be presented to a designated committee, and permission to participate will be considered. Please note the $100 credential commencement ceremony fee cannot be waived, refunded, or prorated, and is paid regardless of participation in the ceremony.

*College of Education Credential Programs Committee (CPC) Policies*
The Credential Programs Committee (CPC) oversees all credential programs offered by the University. Current copies of Policy One are found on the College of Education main website.

Policy One-Standards for Continued Participation in Credentials Programs:

- Individuals who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators.
- Candidates are expected to be knowledgeable about and demonstrate the professional standards for their field of teaching, as well as University standards outlined in the CSUF University Catalog and Department Student Handbook, especially the sections on Student Conduct, Academic Dishonesty, and the expected dispositions and student outcomes as described in the Education Unit's Conceptual Framework.
- Candidates' continued participation in credential programs at Cal State Fullerton is dependent upon their ability to adhere to professional standards as assessed within each credential program.
- This policy summarizes the program removal process.

*Code of Ethics*

- Candidates are expected to be knowledgeable about and demonstrate the professional standards for their field of teaching, as well as University standards outlined in the CSUF University Catalog and Department Student Handbook, especially the sections on Student Conduct, Academic Dishonesty, and the expected dispositions and student outcomes as described in the Education Unit's Conceptual Framework.
- The National Association of State Directors of Teacher Education and Certification (NASDTEC) has outlined a Model Code of Ethics for Educators based on five principles:
    - Principle I: Responsibility to the Profession
    - Principle II: Responsibility for Professional Competence
    - Principle III: Responsibility to Student
    - Principle IV: Responsibility to the School Community
    - Principle V: Responsible and Ethical Use of Technology

*Candidate Improvement Plan (CIP)*

- If the actions of a teacher candidate call into question their professionalism or do not demonstrate adequate progress toward proficiency with the TPEs, policies and procedures are in place to resolve difficulties and determine consequences.
- If the behavior of a teacher candidate is disruptive or unprofessional in a University course or with a University faculty member, the faculty member shall first try to resolve any difficulties with the Teacher Candidate. Failing that, the faculty member shall inform the SECTEP Director, Admissions and Academic Advisor, and the appropriate Subject Area Coordinator, who will conduct fact-finding and try to resolve any difficulties. If appropriate, a Candidate Improvement Plan (CIP) will be implemented.
    - This plan may require a meeting of involved faculty, SAC, Clinical Coach, and Admissions and Academic Advisor. If the candidate does not make adequate progress in remedying the concerns, the candidate may be removed from the program according to the process outlined in Policy One. The Teacher Candidate may appeal the dismissal according to the process outlined in Policy One.
- Candidates at-risk for not demonstrating proficiency with the TPEs in their fieldwork will be placed on a Candidate Improvement Plan. This plan will identify strengths, challenges and a plan for improvement. Evidence of improvement and date for evidence to be submitted will also be identified. The results will be evaluated and the next steps will then be designated. It will be signed by the Teacher Candidate, Subject Area Coordinator, and the Admissions and Academic Advisor.

*Policies for Returning Students*

- The credential program is designed to be completed in two full time semesters. If a TC leaves the program and would like to return at a later time, they are responsible for completing any and all updated program and state requirements, policies, or coursework.

*Labor Dispute Policies*

In the event of a union strike that occurs in a partner district, the following protocol will be followed:

1) TCs will be directed not to attend their student teaching placements until the labor dispute is resolved and the SECTEP Director, in consultation with the Subject Area Coordinator, informs them to return to the school site and resume fieldwork.
2) TCs will continue to develop daily lesson plans in anticipation of future teaching. All lesson plans need to be available for view by their Clinical Coaches and Subject Area Coordinators.
3) In longer disputes when candidates are out of their placement for an extended period of time, TCs' status in the Credential Program or time to completion will not be adversely affected by the labor dispute, assuming compliance with lesson planning responsibility.

## Second Semester Options

*Intern Program*
The intern program is available only to second semester Single Subject Credential Program teacher candidates in good standing.

The Single Subject Intern Program provides an opportunity for candidates to obtain an Intern Credential enabling them to teach as a "highly qualified" credentialed teacher in public school classrooms while simultaneously completing the requirements for the Preliminary Credential.

Those interested must obtain an offer for temporary or probationary employment that will be reviewed by the SECTEP Director and secure approvals of the Subject Area Coordinator. The offer of employment may be for a part-time (in conjunction with student teaching, if offer is for one or two periods) or a full-time position. Regular, ongoing support and supervision are provided by a Mentor Teacher determined at the time of hire and the University Supervisor (Clinical Coach). A professional program plan is determined for the Intern while in the Intern Program.

Requirements for Intern Program:
Teacher Candidates must meet the following CTC and CSUF requirements in order to participate in the Intern Program (see Guidelines for Prospective Interns for more detail):

- Acceptance into the Single Subject Credential Program
- Approval of Subject Area Coordinator to participate in Intern Program, specific approval for the specific teaching position offered and identification of University Supervisor
- Successful completion of the First Semester of the program and the Teaching Performance Assessment as appropriate.
- Bachelor's degree or higher from an accredited institution
- Completion of a U.S. Constitution course or examination
- Letter of job offer stating specific dates of hire and subject area for part-time or full-time employment to be approved by Intern Coordinator and Credential Analyst.
- Offer of Assignment with identification of Mentor signed by principal

Intern Program Responsibilities

- The Intern Candidate will apply for an Intern Credential for the district of hire with the help of the CSUF Credential Preparation Center.
- As a school district employee, the Intern will be the teacher of record for assigned classes. At the time of hire, the teacher candidate and principal identify a mentor who will be immediately available to support the intern. The principal completes and signs an offer of assignment indicating who will be responsible for site mentoring and that the individual meets CTC requirements. Teacher Candidates in the Intern Program receive

72 hours (adjusted depending on date of entry) of on-site support and supervision shared between the on-site mentor and University supervisor. The Intern will submit monthly Activity Logs documenting Mentoring and University Supervision.

- An orientation to the Intern Program is provided by the Intern Program Coordinator. An Intern Program Plan is developed for the candidate.
- A Mentor/Intern Training is held each semester to review expectations and responsibilities. In addition, the candidate completes an Intern Professional Development Plan.
- Intern Candidates will receive University Supervision. Site visits for classroom observations will be followed by a written assessment of classroom practice.
- The Mentor and the University Supervisor will complete the TPE Level of Proficiency Evaluations for the Intern and submit them online through the Online Evaluation System.

Extension of Intern Credential Program:
If a candidate in the Intern program does NOT complete all requirements for a preliminary credential by the end of their second semester coursework, they MAY be able to extend their Intern Credential for up to two more semesters by enrolling in unfinished/incomplete coursework (if any) or, if all coursework has been completed, enrolling in CRED 701 through CSU Fullerton Extension; the latter of these options is used for Intern Credential students who need additional time to pass CalTPA Cycle 1 and/or Cycle 2. The Intern Credential program extension must be approved by the SECTEP Director and Chair of Secondary Education and is based on evidence of good faith efforts being made toward completing preliminary credential requirements.

*Long Term Substitute Policies*
All Teacher Candidates must complete a Long Term Substitute Application before any discussion of starting a long term substitute position takes place. This application must be completed and submitted to the Subject Area Coordinator for approval.

- Initial discussion and approval for a long-term substitute teaching position should be negotiated with the Subject Area Coordinator, whose decision is final. Teacher Candidates who accept a long-term substitute teaching position are NOT on an Intern Credential. They are expected to meet all program requirements in a timely manner and may be considered for program removal if any requirements are not met. All details below should be discussed prior to accepting the position. Supervision may continue with Clinical Coach or a new Clinical Coach may be assigned.

Some critical concerns:

- Long-term substitute teacher candidates are expected to submit weekly lesson plans to their Subject Area Coordinator each Monday before 7:30 am (unless otherwise negotiated to be submitted earlier).
- Long-term substitute teacher candidates are expected to complete requirements of all university courses in a timely manner and understand that NO additional consideration will be granted.

- Depending on the situation, long-term substitute teacher candidates who are removed from their long-term substitute teaching assignment earlier than noted on the approved application may be subject to program stop-out (delay of program completion) or even program removal.
- Long-term substitute teacher candidates should understand that this opportunity is a privilege that may be revoked if the candidate is not meeting program requirements.

# Section 3: Fieldwork Experience and Expectations

*Placements: Confirmation Emails, Guidelines and Steps to Start Placement*

- Teacher candidates should regularly check their CSUF email accounts for placement information/updates.
- Once a placement confirmation email is received by the teacher candidate from the Placement Coordinator, the teacher candidate may email the mentor teacher and administrator to introduce themselves.
    - Please note: placement confirmations are sent out as placements are confirmed by districts. This exact date of a placement confirmation varies, from weeks before the semester starts to a few weeks after the semester starts.
    - Teacher candidates **should not contact** potential mentor teachers, administrators, or districts to secure their own placements. This is prohibited by the Single Subject Credential Program and by the districts. Placements may only be confirmed by the Placement Coordinator or occasionally by the SAC or Program Director.
- Beginning teacher candidates will start at their placements on the Monday following the in-person program orientation. However, TCs may begin their placement before that date if the following is in place:
    - Subject Area Advisors (SACs) approve.
    - Candidates have signed and submitted the release of liability.
    - Candidates have completed and submitted proper documents for signage sent by the Admissions and Academic Advisor
    - All are aware that our model is a gradual induction model, and supervision won't begin till after the CSUF semester commences.
    - All district requirements are met.
- The TC should follow all school site guidelines for attending school on site, including checking in at the front office, acquiring a lanyard if required, etc..

*Fieldwork Hours*

An electronic log of clinical fieldwork hours must be kept by the TC and will be used as evidence of completing required fieldwork hours. The log template will be provided at the Orientation. Hours logged may include co-planning, co-teaching, observing MT, evaluating student work, office hours, and MT mentoring.

Teacher Candidates are required to meet the fieldwork expectations listed for each semester:

| First Semester | Second Semester |
|---|---|
| • Monday, Tuesday, Wednesday, and Thursday<br>• 3 teaching periods/hours | • Monday, Tuesday, Wednesday, Thursday, and Friday<br>• 3 teaching periods/hours |

| | |
|---|---|
| • 1 prep/conference period for planning, feedback, etc.<br>• Not on-site Fridays due to CSUF pedagogy class (EDSC 440F/S)<br>• Co-Teach/Co-Plan<br>• Start on day 1 of the school site's calendar or as soon as possible after the placement is confirmed | • 1 prep/conference period for planning, feedback, etc.<br>• Candidates remain in placement until the school site's semester ends. |

*School Policy and Responsibilities*

- Follow the daily schedule of the assigned school district and site.
- When possible, attend faculty meetings and other school-related functions as long as these do not conflict with University coursework.
- Know the school regulations and rules affecting the students for whom the candidate is responsible.
- Become acquainted with the material and personnel resources available to teachers in the building, department, and school.
- Become aware of the types of populations served by the school to which the candidate is assigned.

*Classroom Rapport, Preparation, and Responsibilities*

- Dress and behave professionally and in accordance with the school site standards.
- Be punctual and regular in attendance.
- Keep the same hours and schedule as the MT for the class periods to which you are assigned.
- Arrange regular time with the MT for co-planning, reflection, and feedback on lesson plans and teaching.
- Devote your time, attention, and preparation to maximizing the success of the student teaching assignment.
- Determine with the MT the curricular units for which the TC will be responsible.
- Prepare thoroughly and carefully for each day of teaching.
- Make both long range and short-range plans.

*Professional Rapport and Communication with MT, CC, and SAC*

- Share unit plans, lesson plans, assignments, materials, etc., with the MT and the CC.
- Hold frequent evaluation and planning conferences with the MT and the CC.
- Continually engage in self-reflection and evaluation of one's teaching performance.
- Inform the MT and CC of any incidents potentially jeopardizing the candidates' safety.
- Inform the MT of suspected child abuse. Report suspected child abuse in accordance with state law.

*Gradual Induction with Co-Teaching Model*

*What is Gradual Induction?

Gradual Induction is the process of shifting roles of instructional leadership and classroom management from the Mentor Teacher to the Teacher Candidate over the student teaching experience. Within the 36-weeks of fieldwork, this process is divided into four phases to help guide and clarify responsibilities.

Shifting Teacher Roles

- The Mentor Teacher shifts from primary instructional leader and co-teacher (during Phase 1 ); to secondary instructional leader, co-teacher, and support provider (during Phases 2, 3 and 4).
- The Teacher Candidate shifts from observer and assistant (Phase 1), to co- instructional leader and co-teacher (Phases 2) to primary instructional leader and independent/co-teacher (Phase 3 and 4).

*What is Co-Planning/Co-Teaching?

In the CSUF Single Subject Credential Program, co-planning/co-teaching is defined as two teachers (Mentor Teacher and Teacher Candidate) who share instructional leadership, classroom management, and teaching roles.

Sharing Teacher Roles

- Co-Planning/Co-Teaching is a natural part of the Mentor Teacher/Teacher Candidate dynamic. The goal of student teaching is for the Teacher Candidate to experience all aspects of teaching and to become an effective classroom practitioner. With an attitude of sharing the classroom and students by encouraging co-planning/co-teaching during student teaching, both adults and students benefit.
- In co-planning/co-teaching activities, the Teacher Candidate develops skills in the classroom alongside a Mentor Teacher who remains actively engaged with the students during both semesters of student teaching.

*Review the Four Phases of Gradual Induction and Co-Teaching Strategies Worksheet.
*Review the Co-plan and Co-Teach Guide

# Section 4: CalTPA and TPEs

*California Teaching Performance Assessment (CalTPA)*
The California State University Fullerton Single Subject Credential Program utilizes the California Teaching Performance Assessment (CalTPA) to assess candidate performance and proficiency.

- **CalTPA Cycle 1: Learning About Students and Planning Instruction** will be completed during the first semester of the program. The EDSC 460A course will provide explicit support for candidates' work on Cycle 1.
- **CalTPA Cycle 2: Assessment-Driven Instruction** will be completed during the second semester of the program. The EDSC 460 course will provide explicit support for candidates' work on Cycle 2.

Both CalTPA Cycles must be passed before they complete the program and are recommended for a credential.

More information on CalTPA is available on this website.

*Teaching Performance Expectations (TPEs)*
Through rigorous research and consultation with California educators, the California Commission on Teacher Credentialing (CTC) developed the Teaching Performance Expectations (TPEs) to describe the set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate. at the end of their teacher preparation program. F

Teaching Performance Expectations describe teaching tasks that fall into six broad domains. These domains are also known as the California Standards for the Teaching Profession:

TPE 1: Engaging and Supporting All 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 all Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator
TPE 7: Effective Literacy Instructions for All Students

For more details about each TPE, review this CTC website.

*Individual Development Plan (IDP)*
Before exiting the preliminary program, teacher candidates, mentor teachers, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is archived by the preliminary program and provided to the candidate for transmission to the clear/induction program. Be sure to keep track of this document!

- Follow the guidance of your Subject Area Coordinator to complete the IDP during the second semester of the program. Use the IDP template.
    - Note: Any TC who passes TPA using the Secondary Pass Rate Option must focus on the TPE(s) they addressed with the Secondary Pass Rate Option in their IDP.
- Submit the completed IDP to the IDP Dropbox by May 10th (if completing the program during Spring Semester) or Dec 10th (if completing the program during Fall Semester) .
- Keep a copy of your IDP to use as part of your future Induction Program.

# Section 5: Applying for Preliminary Credential

*Credential Preparation Center*
The Credential Preparation Center at California State University, Fullerton acts as the liaison between the Commission on Teacher Credentialing and the credential applicant. As the Teacher Candidate, it is your responsibility to apply for the preliminary credential. CSUF will submit a recommendation for your credential when you apply.

- If you are finishing your program in fall, application information will be sent out via email in mid-late November.
- If you are finishing your program in spring, application information will be sent out via email in mid-late April.
- *Note:* It is your responsibility to ensure that all documents are valid at the time of recommendation for your credential (i.e., CPR certificate, TB clearance, etc.)

For more information on how to apply for the preliminary credential, visit the Credential Preparation Center website or contact credentialsonline@fullerton.edu.

**Notice to Students re: Professional Licensure and Certification**

California State University programs for professions that require licensure or certification are intended to prepare the student to meet California licensure and certification requirements. Admission into programs for professions that require licensure and certification does not guarantee that students will obtain a license or certificate. Licensure and certification requirements are set by agencies that are not controlled by or affiliated with the California State University and licensure and certification requirements can change at any time.

The California State University has not determined whether its programs meet other states' educational or professional requirements for licensure and certification. Students enrolled in a California State University program who are planning to pursue licensure or certification in other states are responsible for determining whether they will meet their state's requirements for licensure or certification. This disclosure is made pursuant to 34 CFR §668.43(a)(5)(v)(C).

# Section 6: Building your Professional Career

*Utilizing the Career Center*
Credential students are encouraged to engage with the CSUF Career Center throughout the program—especially during student teaching—to ensure they are fully prepared for the transition to full-time teaching. Career Center specialists provide support with résumé and cover letter development, interview preparation, and education-focused job search strategies, all of which are most effective when used across multiple semesters rather than at the end of the program.

- Prior to Student Teaching: Students should meet with a Career Center specialist to begin drafting or refining their résumé and cover letter, learn how to translate coursework and field experiences into professional application materials, and explore job search timelines for school districts.
- During Student Teaching: While completing student teaching, students should continue meeting with Career Center staff to update application materials, practice interview skills, and prepare for district-level hiring processes. Students are strongly encouraged to attend the annual Teacher Job Fair, typically held in March or April, to connect directly with school districts actively recruiting credential candidates.
- As You Approach Program Completion: In the final weeks of the program, students should focus on interview preparation, application follow-up strategies, and navigating job offers with support from the Career Center. Consistent engagement during student teaching helps ensure a smoother and more confident transition into full-time teaching positions.

*Adding a Teaching or Content Area to a Single or Multiple Subject Credential*
To add a single subject authorization to your single or multiple subject credential, you need to do the following:

1) Verify subject matter competency in the subject area of the single subject credential you are pursuing through completion of approved coursework OR California Subject Exam for Teachers (CSETs ).
2) Complete a subject-specific secondary methods course.
3) Apply directly to the CTC for authorization to be added to your credential.

If you are interested in adding Mathematics or Science, we offer the following methods courses:

- Advanced Methods of Teaching Foundational-Level Math* – EDSC 542M (prerequisite for enrollment in class - passage of one CSET subtest in math or successful completion of one semester of college Calculus)
- Advanced Methods for Teaching Science* - EDSC 542S (prerequisite for enrollment in class - passage of one CSET subtest in science or Minor in Natural Science)

* EDSC 542M and 542S courses are only offered in summer. Please contact EDSCAdmissions@fullerton.edu for information on how to enroll.

* These courses may count toward the Masters of Science in Transformative Teaching in Secondary Education.

If you are interested in adding another subject, CSUF does not currently offer subject-specific secondary methods courses in other subject areas. You will need to find and take a methods course at another university. Contact EDSCAdmissions@fullerton.edu for more information.

*Bilingual Authorization*
The Bilingual Authorization (BiAu) Program within the College of Education prepares Multiple Subject, Single Subject and Education Specialist teacher candidates as well as teaching credential holders to teach in K-12 Spanish, Khmer, Korean, Mandarin, and/or Vietnamese bilingual and dual immersion classrooms. The BiAu program in Filipino and Hmong languages is also available through the Asian BTEP Consortium of which CSUF is a member.

What does the Bilingual Authorization allow you to teach?

- Instruction for English language development (ELD) designed specifically for EL students to develop their listening, speaking, reading, and writing skills in English.
- Instruction for primary language development for EL students to develop their listening, speaking, reading, and writing skills in their primary language.
- Specially Designed Academic Instruction Delivered in English (SDAIE) - instruction in a subject area delivered in English that is specially designed to provide EL students with access to the curriculum.
- Content Instruction Delivered in the Primary Language - instruction for EL students in a subject area delivered in the students' primary language.

For more information, please visit the CSUF Bilingual Authorization Program website.

*Teacher Induction Program at CSUF*
After earning your Preliminary Teaching Credential, which is valid for five years, you must complete an approved Induction Program to clear your credential.

Induction programs are designed to support you during your first years as a classroom teacher and are typically completed over two years while you are teaching. Successful completion of an induction program allows you to transition from a Preliminary Credential to a Clear Credential, which does not expire (as long as renewal requirements are met).

- Clear credentials are also only valid for 5 years. Although there are no renewal requirements, teachers must renew clear credentials every 5 years with CTC by paying the CTC fee and completing their professional fitness questions.

Induction programs can be offered by districts, but CSUF also offers an Induction Program. For more information, view the Teacher Induction Program website.

*Masters Programs*
Earning a master's degree can expand your impact as a classroom teacher by deepening your instructional expertise, strengthening your leadership skills, and often increasing long-term earning potential.

CSUF's Master of Science in Transformative Teaching (MSTT) is a fully online, 21-month program designed specifically for secondary educators who want to grow as reflective, equity-minded practitioners while continuing to teach. The MSTT program emphasizes culturally sustaining pedagogy, curriculum design, and classroom-based research, allowing you to immediately apply your learning to your own classroom while advancing your career as a teacher-leader.

Learn more about our program and application process on our MSTT website.

The College of Education also offers several other advanced degree programs. For more information, please visit the COE Degrees and Credentials website.

**END OF HANDBOOK**