

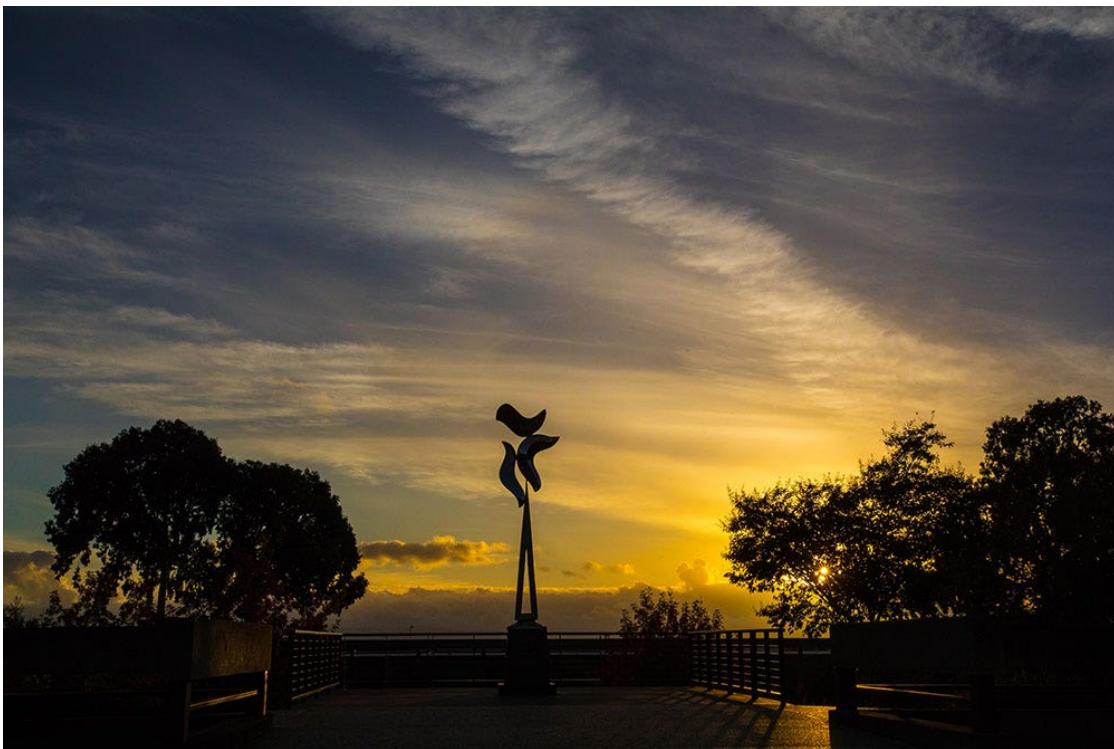


# CALIFORNIA STATE UNIVERSITY

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## E A S T B A Y

### COLLEGE OF EDUCATION AND ALLIED STUDIES DEPARTMENT OF TEACHER EDUCATION



### SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM HANDBOOK

**2021 - 2022**

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## **1.0 WELCOME**

We are pleased that you have joined our community of learners: credential candidates, school site and university supervisors, school site and district administrators, and the teaching faculty at California State University, East Bay (CSUEB).

As a member of this community, we each have unique expertise to share and responsibilities to fulfill. We hope this handbook will help you better understand your roles and responsibilities in our professional teacher preparation program under California Senate Bill 2042.

Our credential programs assist candidates in becoming reflective, collegial professionals who exercise values of social justice, collaboration, and democracy in education. Over time we hope each candidate will become a leader in her/his educational community and will develop the skills to create a dynamic learning environment and to assess student learning in order to organize subject matter by planning and delivering effective lessons.

Our credential programs are designed to encompass both the practical teaching component (field practicum) and the curriculum component (coursework). These dual experiences provide our candidates with the opportunity to immediately implement methods and strategies. As part of a team that spends the entire program together, candidates receive unparalleled support from peers and from team faculty.

Social justice and democracy are exemplified through the Teacher Education Department (TED) credential and master's degree programs. These ideals permeate not only the coursework and intellectual climate of our programs, but also guide credential candidates' experiences through classroom interaction, written assignments, reading, lectures, team meetings, and field placements.

The following standards are expected of all CSUEB credential candidates:

1. A minimum grade point average of 3.0 for all program coursework;
2. Use of standard American English;
3. Compliance with all statutory requirements of teacher credentialing by the State of California including but not limited to:
  - A. Possessing all prerequisites including CSET exams or undergraduate degree from a CTC approved program; (CSETs completion date extended in AY 2021-2022)
  - B. Up to date paperwork.
4. Basic technology literacy, including;
  - A. Use of GoReact video app;
  - B. Use of Time 2 Track app;
  - C. Use of an e-portfolio;
5. Successful teaching experience in the field; and
6. Professional behavior at all times.

Failure to adhere these standards may result in dismissal.

The department is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and trains new teachers in accordance with the California Teacher Performance Expectations (TPEs). Moreover, the credential programs are compliant with the federal and state legislation.

The College of Education and Allied Studies is fully accredited by the CTC (California Commission on Teacher Credentialing).

This handbook is intended to provide an overview of the credential programs and to serve as a resource to candidates, master teachers, university supervisors, and site administrators. Please read this handbook carefully and thoroughly. **Candidates agree to abide by the policies described in this handbook as a condition of participation in the CSUEB Credential Programs.** We look forward to helping you to achieve your career objectives in teaching. Please note that the information in the handbook is subject to change without notice.

Teacher Education Department Faculty

## 2.0 COVID - 19

Please be aware that some policies and procedures in this handbook may change over the course of your program due to the COVID-19 crisis. We, of course, do not know what will occur and how the regulating agencies at the state level, the university, and schools will react. We do know that the Commission on Teaching Credentialing (CTC), the administration of Cal State East Bay, and the Chancellor's Office of the CSU are acting responsibly, with concern for everyone's health, and with the intention of ensuring student success. The CTC especially has shown great flexibility so that preservice teachers are not slowed in their process.

We will inform you of policy and procedural changes as they occur. This is a time for flexibility, which may be one of a teacher's most important dispositions.

## 3.0 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).

## **4.0 CALIFORNIA SENATE BILL 2042 CREDENTIAL PROGRAMS MIDDLE/HIGH SCHOOL TEACHER PREPARATION**

### **2.0 STANDARD SINGLE SUBJECT**

This basic credential authorizes one to teach a Single Subject to a general population of students in a Departmentalized classroom such as those in most middle schools and most high schools in California.

Cal State East Bay offers single subject credentials in both an on-ground and on-line format. Applicants must select which program they wish to apply for. Switching from one program format to another is NOT permitted. Although the on-line program is administered through University Extension the classes, program, outcomes, and expectations are the same. NOTE: Math and science credentials are NOT available in the on-line program.

(Usually grades 6 – 12) Standard Content Areas

- Art\*
- Dance\*
- English
- History / Social Science
- Languages Other Than English (Spanish, French, Mandarin)
- Mathematics (All Areas / Advanced)†
- Music\*
- Physical Education\*
- Science (General & Integrated)\* including: Biological Sciences, Chemistry, Geosciences, Physics (Specialized) and Physics †
- Theatre\*

\* *Also Departmentalized at some elementary schools in California.*

† Not available in the on-line program.

### **2.1 SPECIALIZED SINGLE SUBJECT**

The specialized credential authorizes one to teach a specific area of a subject such as mathematics or science.

- Foundational Mathematics (*Limited to teaching ONLY the foundation/introductory level courses in mathematics such as: General Mathematics, Algebra, Geometry, Probability & Statistics*)
- Foundational-Level General Science (*Limited to teaching ONLY the foundation/introduction level courses in science such as: General Science, Introductory Life Science, Introductory Physical Science*)
- Specialized Science (*Limited to teaching advanced levels in: Biology, Chemistry, Geological Sciences, Physics; one cannot teach general or integrated levels.*)

## **5.0 TYPES OF CREDENTIALS**

### 3.0 PRELIMINARY CREDENTIAL

This first teaching credential is earned upon completion of the Single Subject program. This preliminary credential is valid only for five years. More instructions on how to apply for the preliminary credential is available in the program handbook for admitted candidates.

### 3.1 CLEAR CREDENTIAL

Newly credentialed teachers have five years to complete an approved induction program. Induction programs are facilitated through most school districts. For more details on Induction, see <https://www.ctc.ca.gov/educator-prep/ca-teacher-induction>

For more information about the Masters in Education programs, contact the Teacher Education Department (510) 885-3027. Also visit [www.csueastbay.edu/teach](http://www.csueastbay.edu/teach) for more information.

For a diagram of *California's Learning to Teach System*, please see CTC's website, agenda item handout from the June 2, 2011 CTC Commission Meeting, <http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5B.pdf>.

## 6.0 TIMELINES & CONTACT INFORMATION FOR 2021-2022 PROGRAMS

### 6.1 TIMELINES

	<b>Summer 2021 Entry</b>
<b>Applications Deadlines</b>	University and Departmental Applications are due April 1, 2021  Please see <a href="http://www.csueastbay.edu/ted/programs-admissions/index.html">http://www.csueastbay.edu/ted/programs-admissions/index.html</a>
<b>Mandatory Orientation</b>	Online
<b>First Day of Program</b>	June 1, 2021
<b>Supervised Field Placement I (Actual dates will vary)</b>	Single Subject approximate dates are from mid-August to mid-December.
<b>Supervised Field Placement II (Actual dates will vary)</b>	Single Subject approximate dates are from mid-January to mid-May.

### 6.2 CONTACT INFORMATION

**Credential Student Service Center**  
Art & Education Building Room 235  
California State University East Bay  
25800 Carlos Bee Boulevard  
Hayward, California 94542-3007

Tel: (510) 885-2272

Fax: (510) 885-3250

[www.csueastbay.edu/cssc](http://www.csueastbay.edu/cssc)

**Teacher Education Department**

Arts & Education Building, Room 246  
California State University East Bay  
25800 Carlos Bee Boulevard  
Hayward, California 94542-3007  
Tel: (510) 885-3027  
Fax: (510) 885-4632  
[www.csueastbay.edu/teach](http://www.csueastbay.edu/teach)

CSUEB Financial Aid  
Tel: (510) 885-2784

CSUEB Student Health Center  
Tel: (510) 885-3735

CSUEB Accessibility Services  
Tel: (510) 885-3868  
as@csueastbay.edu

Commission on Teaching Credentialing  
[www.ctc.ca.gov](http://www.ctc.ca.gov)

CSUEB Faculty & Staff E-Mail  
[First.Last@csueastbay.edu](mailto:First.Last@csueastbay.edu)

**7.0 2021 - 2022 PROGRAM PREREQUISITES**

The following are non-curricular requirements for the teaching credential programs. For more details about these items, please consult the admissions webpage. These items are due as part of the admissions process:

- Bachelor's Degree bearing Transcript
- Basic Skills Proficiency *CBEST or CSET 142 (multiple subject)*
- Subject Matter Competency *CSET or Subject Matter Waiver (single subject)*
- U.S. Constitution
- Pre-Admission Field Experience
- Letters of Recommendation
- CTC Certificate of Clearance
- Negative TB Test Report
- Immunization Report (submitted to Student Health Center)

The candidate will receive a letter of declassification from the credential program if the pre-requisites have not been met. Upon completion of the prerequisites, a candidate may **re-apply** to the Teacher Education Department for admission to the next entry program.

**7.1 A NOTE REGARDING CSETS**

It is a statutory requirement that all candidates in teaching credentialing programs in the State of California demonstrate Subject Matter Competency prior to receiving any credit for field work. There are only two ways to demonstrate subject matter competency, passing the CSETs or graduating from a California Commission on Teacher Credentialing (CTC) approved undergraduate program.

In some cases, a CSU that offers an approved undergraduate waiver may review a transcript and approve a waiver. It is the sole responsibility of applicants to locate these programs and secure waiver letters. Neither the CSUEB Department of Teacher Education nor the Credentials Student Service Center may assist in this. It should be noted that CSUs are not obligated to review transcripts for waivers and that some may charge for this service.

The credential programs at CSUEB are cohorted, meaning that all candidates move through the program together over the course of one calendar year. It is our policy that all candidates have demonstrated subject matter competency prior to the first day of summer term classes. The department reserves the right to extend that deadline to the end of summer term. In some rare cases, we may allow candidates to continue in the program without subject matter competency BUT they may not receive credit for field work and they will have to enroll in and pay for an additional semester(s) of course work. Additional semesters may or may not be covered by financial aid.

Candidates who are admitted without subject matter competency must also adhere to the following guidelines to remain enrolled:

- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- **As of May 2021 the CTC has extended the COVID CSET waiver for Academic Year 2021-2022. Candidates may enter the program and complete fieldwork without the CSET but must pass it prior to being recommended for a preliminary credential at the end of the program year.**

**Documentation of the following prerequisites is also required for all fieldwork in K – 12 schools**

Many schools require their own photocopy of the items listed below. It is the candidate's responsibility to submit these items, if requested, to the K-12 school site. We highly suggest you keep a copy of these credentialing documents prior to submitting them for admissions.

- Certificate of Clearance
- Official Negative Tuberculosis Test Report
  - Each candidate must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. An official, signed TB test report from a physician can be submitted as verification of one's TB clearance
- Verification of Up-To-Date Immunizations
- Other Criteria for Full Admission

The candidate must demonstrate:

1. professional and ethical behavior;
2. sound mental health;
3. attention to physical health;
4. GPA of 3.0 in the program (No grades of D, F, or No Credit);
5. prompt arrival for all courses, meetings, and scheduled events;
6. openness to feedback; and
7. ability to meet all TPEs and edTPA requirements.

See the TPE & edTPA sections at the end of this handbook for more information.

## 7.2        EARLY PROGRAM COMPLETION OPTION

Early Program Completion Option for Multiple Subject and Single Subject candidates may choose to pursue the Early Program Completion Option to earn their preliminary credential. Information about the Option is provided on the CTC website: <http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf>. Any candidate considering this Option must meet with the Program Coordinator to discuss the challenges the Option presents.

## 8.0        PROGRAM OVERVIEW

### 8.1        COHORT FORMAT

Candidates join a cohort and progress through the credential program with 25 – 35 fellow team members with whom they network and build professional contacts.

### 8.2        CONCURRENT FIELDWORK & COURSEWORK

During the summer term candidates will be class three four days a week. Summer classes are scheduled during the day, except for the first two weeks of summer term, when classes will begin at 4:30 pm. This is for the convenience of candidates who may still be working pk-12 schools. During the remainder of the year the programs follow a structure in which candidates have field work in a middle or high school classroom three hours a day, five days a week in fall semester, and 5 hours a day 5 days a week spring semester. Candidates take courses in the late afternoon and/or early evening. Saturday and online courses are options, as well.

Candidates in the on-line program do not attend face-to-face classes on campus. Classes are generally asynchronous, although some instructors may schedule classes with preset on-line meeting times in which candidates are required to participate. These classes are usually conducted using Zoom technology.

### 8.3        REQUIRED COURSES

#### REQUIRED COURSE WORK (43 UNITS) AND SAMPLE CALENDAR

##### Summer Semester

- [TED 521 - Content Literacy for All Learners](#) UNITS: 4 \*
- [TED 520 - Foundations of Single Subject Education](#) UNITS: 4 \*
- [TED 522 - Introduction to Teaching Emergent Bilinguals](#) UNITS: 1 \*
- [TED 525 - Teaching Special Education Students in a Single Subject Classroom](#) UNITS: 1
- [TED 528 - Technology in the Single Subject Classroom](#) UNITS: 2
- Single Subject Methods (See below)

##### Fall Semester

- [TED 523 - Inclusive Teaching Practices in a Single Subject Classroom A](#) UNITS: 3
- [TED 575 - Single Subject Fieldwork Seminar I](#) UNITS: 2
- [TED 585 - Single Subject Field Placement I](#) UNITS: 5
- Single Subject Methods (See below)

Spring Semester

- [TED 524 - Inclusive Teaching Practices in a Single Subject Classroom B](#) UNITS: 3
- [TED 529 - Professional Responsibilities in Education](#) UNITS: 3
- [TED 586 - Single Subject Field Placement II](#) UNITS: 5
- [TED 576 - Single Subject Fieldwork Seminar II](#) UNITS: 1
- Single Subject Methods (See below)

In some cases candidates may petition the Department Chair to accept transfer credits (maximum 8 units).

(\*) Passing these courses with a “B” or better is required for Student Teaching and Student Teachers Under Contract (Interns)

Candidates are required to take three (3) Instructional Methods courses as well. These courses correspond to the candidate’s subject matter credential. **Choose one (1) of the 3-course sequences in your area of subject matter competency for an additional 9 units. Section I meets summer, Section II meets fall, and Section III meets spring.**

- [TED 530 - English I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 531 - English II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 532 - English III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 533 - Historical Social Studies I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 534 - History Social Studies II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 535 - History Social Studies III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 536 - Science I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 537 - Science II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 538 - Science III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 539 - Mathematics I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 540 - Mathematics II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 541 - Mathematics III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 542 - Visual Arts I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 543 - Visual Arts II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 544 - Visual Arts III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 545 - Music I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 546 - Music II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 547 - Music III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 548 - Physical Education I- Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 549 - Physical Education II- Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 550 - Physical Education III- Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 551 - Spanish I- Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 552 - Spanish II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 553 - Spanish III - Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 554 - French I - Instructional Methods in a Single Subject Classroom](#) UNITS: 3

- [TED 555 - French II - Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 556 - French III - Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 560 - Chinese I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 561 - Chinese II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 562 - Chinese III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 563 – Theatre I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 564 - Theatre II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 565 - Theatre III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 566 - Dance I: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 567 – Dance II: Instructional Methods in a Single Subject Classroom](#) UNITS: 3
- [TED 568 - Dance III: Instructional Methods in a Single Subject Classroom](#) UNITS: 3

## 8.4 UNIVERSITY POLICIES

Candidates are subject to all CSUEB policies, including those relating to Academic Dishonesty. See the section on Academic Dishonesty herein. For information about specific policies, check the [University Catalog](#).

## 8.5 MASTER'S DEGREE OPTION

Upon completing the Credential program, CSUEB candidates can apply to one of the four Masters of Science in Education programs, Curriculum, Early Childhood Education, Educational Technology or Reading. These programs cater to the working teacher and all classes begin in the late afternoons. Candidates may apply up to 13 units of their credential coursework toward their degree pending the units are no older than 7 years when they graduate with this degree. Students can complete their studies within as little as 12 months. For more information about the Master's in Education programs, contact the TED Office: (510) 885-3028.

## 8.6 TUITION, FEES, AND COST

Tuition and fees are discounted for credential candidates. Information can be found at:

<http://www.csueastbay.edu/financialaid/tuition-and-fees/index.html>. The approximate cost for the entire program is around \$11,000 including books, test fees, credential fees, software, etc. The university may change tuition and fees at any time.

## 8.7 GPA REQUIREMENT

All candidates must maintain a cumulative average of 3.0 in required courses to remain in the program. A candidate may never have more than 2 incompletes (I) or **any** grades of "D", "F", or "No Credit" (NC). Failure to meet this requirement may result in declassification from the program. Candidates must repeat courses lower than C-.

## 8.8 PERSONAL CONTACT & RESIDENCE INFORMATION

It is imperative that candidates maintain current contact information. Be sure to inform CSUEB's enrollment office of any changes to their name, address, contact telephone, etc. Specific steps and forms related to student records can be found online at: <http://www20.csueastbay.edu/students/student-services/forms/index.html>. Failure to do so may impact one's field placement and delay one's credential.

## 8.9 FINANCIAL AID OPPORTUNITIES

All candidates may apply for financial aid. Start by completing the FAFSA (Free Application for Federal Student Aid) at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

If you have any questions or need an appointment with a CSUEB Financial Aid Officer, you may call the Student Financial Services at (510) 885-2784 or visit our webpage: <http://www.csueastbay.edu/prospective/cost-and-financial-aid/financial-aid>

More information regarding federal aid programs please visit their webpage at: <http://StudentAid.ed.gov>

The Teacher Education Department has several opportunities to candidates in order to help finance their career goals.

- Scholarships: the department offers several scholarships throughout the year. Check out the current opportunities at: <http://www.csueastbay.edu/ceas/departments/ted/>
- Noyce Scholarship Program: For Future Math and Science Educators: up to \$12,000 Award. For More Information contact: Kathy.hann@csueastbay.edu or visit our webpage: <https://csueastbay.academicworks.com/opportunities/2210>  
MSTI (Math and Science Teaching Initiative) Program: For more information please visit our webpage: <http://www.csueastbay.edu/stemed/teacher-prep/support/affiliate-scholars.html>

## 9.0 ACADEMIC ACCOMMODATIONS FOR DOCUMENTED DISABILITIES

CSUEB provides academic accommodations to qualified individuals with disabilities. Counselors determine accommodations on an individual basis after reviewing current professional documentation and meeting with the individual. The purpose of such accommodations is to provide equal access to classroom programs and campus activities in a manner consistent with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, associated California laws and regulations, and CSU policy. For more information please contact Accessibility Services at [as@csueastbay.edu](mailto:as@csueastbay.edu).

More information on Accessibility Services can be found at: <http://www20.csueastbay.edu/af/departments/as/>.

## 10.0 TEAM SCHEDULES

Candidates must follow their team schedules and enroll in the courses and field experience for their teams. It is illegal for an un-enrolled person to participate in coursework or fieldwork. Failure to enroll in any course or fieldwork will result in No Credit and may cause one to be dropped from the Program. Re-admission is **not** guaranteed. Candidates must arrive **on time** for each class meeting such that they remain on the course rosters.

## 11.0 SUPERVISED FIELD PRACTICUM

Fieldwork is core to the philosophy of the Teacher Education Department and is threaded throughout our entire program. Field practicum provides candidates with an opportunity to apply what they have learned in their courses and to learn from exemplary K – 12 classroom teachers. Field practicum also provides the setting for the site and university supervisor to certify that the candidate is on an appropriate growth path toward becoming an effective teacher. Each candidate's field placements must specifically match his/her credential objective.

All candidates are required to complete two semesters of university fieldwork courses. These courses fulfill the 600 minimum hours of fieldwork as required by the CTC. Candidates must fulfill both the university course requirements AND the CTC requirements to be recommended for a credential – meeting the minimum hours requirements does not earn the university credit.

The program utilizes several different pathways to fulfill the fieldwork requirements. Some candidates may be in a traditional model, in which they are placed as student teachers in different schools each semester. In this case, it is usually a middle school and a high school. If appropriate, some candidates may be placed in elementary classes rooms. This occurs most often in areas such as PE or music. Some candidates may be placed as student teachers in a Residency Model, in which they are placed in a single school or classroom for the entire year. Some candidates may be working as Student Teachers Under Contract. (Intern Credential) In all cases, the CTC requires that placement sites reflect the diversity of California. See next section for more details on fieldwork.

Some districts may require additional or duplicate possession of the Certificate of Clearance and/or assess processing fees for their site. The Teacher Education Department has no control over individual school districts' policies and is often not informed of such costs, which may arise at any time. It is not always possible for the placement coordinator to avoid placing candidates in such districts. Candidates are responsible for any such fees to districts.

## 11.1 SUPERVISED TRADITIONAL STUDENT TEACHING

Traditional student teachers develop and practice their teaching skills by "apprenticing" in the classrooms of experienced cooperating teachers. They gain experience through a gradual introduction to classroom teaching. They observe, team-teach, design and deliver select lessons, and work with individual students and small groups, as well as the entire class. They also participate in weekly lesson planning, daily classroom preparation, and meetings with their cooperating teachers. **This can be accomplished in two placements or in a Residency Model. Over the course of the year candidates must have at least 600 hours of field work and solo teach for four weeks.** The solo teaching requirement can occur at different times throughout the year, although generally it occurs during the last three to four weeks of a placement period. The candidate, university supervisor, and cooperating teacher will work together to schedule the solo teaching.

The placement coordinator arranges each of the traditional student teaching placements in accordance with state and university requirements. Thus, candidates are not permitted to arrange their own placements. The placement coordinator makes every effort to locate candidates' field placements close to their residential addresses and to

accommodate documented considerations. Living in an urban region, however, traditional student teachers need to be prepared to commute up to 60 minutes to their field sites.

In some instances a student teacher may be asked to substitute for their cooperating teacher, who may be at training, ill, or away. This is permissible only if the candidate possesses a valid substitute credential and is properly registered with their district. Every district has their own policy about this – some districts prefer it while others forbid it. Under no circumstances should a candidate substitute for their cooperating teacher without receiving compensation from the district. If this happens, contact the credential coordinator immediately.

As student teachers, candidates are expected to be at their placement sites all required days during the year. Accommodations for vacations, honeymoons, pilgrimages, etc., will not be made. Cooperating/master teachers may not approve absences. If you have a major and important event that will take you away from your field experience placement, we recommend that you reapply in a year's time.

## 11.2 CALIFORNIA ALTERNATE ROUTE TO CERTIFICATION “INTERN PROGRAMS”

The Department of Teacher Education offers the California Alternate Route to Certification or Intern Program to candidates who demonstrate a high level of maturity, time management and organizational skills, and potential teaching effectiveness and who have sufficient experience in educational settings to serve as a teacher of record. Candidates working as teachers under an intern credential are paid and are employees of the district. But there is much more work involved in being an intern than in being a student teacher. Course instructors will demand the same high quality work from all candidates, student teacher or intern. Internships are limited to districts that have a signed Memorandum of Understanding with CSU East Bay. If you believe that you are qualified for an internship, please follow these steps:

- 1) Complete the **Intern Screening Form**, available at the CSSC webpage. It is a good idea to speak with Program Coordinator to discuss internships.
- 2) You will be informed whether your internship is approved. Please note that only approved internships fulfill credential field experience requirements.
- 3) Once your Intern Screening Form and Intern Applications have been approved you are free to seek a teaching position. Please understand that CSU East Bay can sponsor a limited number of interns, so all requests may not be granted.

Candidates under university internship credentials are mentored by site partners, have a university supervisor, and are also evaluated by a school or a district administrator (as any contracted teacher would be). Candidates must meet the requirements listed below before they can obtain a university internship credential. Candidates must confirm any job offers before a placement is confirmed. Enrolled candidates who desire university internship

positions find their own jobs and must obtain university authorization from the credential coordinator before they are eligible to accept any job offers. University approval is not given automatically. Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, he/she may **not** leave or change jobs. Candidates may not leave an assigned student teaching position to take an internship, except during winter break.

The Credential Student Service Center will require:

1. Departmental screening form
2. Documentation of 120 hours of appropriate coursework with a grade of "B" or higher in each class;
3. A copy of one's District contract (or letter of Intent);
4. The credential coordinator's expressed written authorization of the job offer;
5. Appropriate application and fees; and
6. 100% completion of all pre and post admission requirements.

Candidates are expected to communicate to the school district the criteria for obtaining a university internship credential through CSUEB.

Candidates must have a cumulative GPA of 3.0 exclusive of: Incompletes, No Credits, or grades lower than "B."

The job assignment must:

1. Match candidate's credential objective;
2. Allow for an experience at an alternate grade level;
3. Include or allow for an experience teaching in a classroom with at least three English Learners; and
4. Have district support as required by CTC regulations.

The credential coordinator must review the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a university internship credential. The credential coordinator must also approve the job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential. Candidates with 50% job assignments need to work with the credential coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements.

Some candidates may find employment at parochial or charter schools where an intern credential is not required. In these cases the candidate does not need to apply for the intern credential but all other requirements remain in effect, including that the employing school have an appropriately credentialed teacher who can supervise and provide assistance as needed. Candidates who take positions at these schools must complete an Alternate Grade Level Experience in a California public school as required by the Commission on Teacher Credentialing..

The Department reserves the right to terminate any intern credentials if the District fails to uphold all conditions of the Memorandum of Understanding with the university.

## 12.0 PROGRAM SUCCESS

### 12.1 PROFESSIONAL OBLIGATIONS

This is a difficult and challenging program. It requires an attitude of openness and a willingness to learn. Working within the complex ecosystem that is pk-12 education candidates must keep an open mind and an open heart. While candidates bring experience and their own knowledge to the program, they must be open to learning in order to become the best teachers they can become. Remember at all times that the most important people in this program are the pk-12 students in your school sites.

Failure to meet one's professional obligations may result in declassification from the program.

1. When in doubt about anything consult this handbook, most answers to your questions may be found there.
2. About the Program: This is a full time program. You will be very busy with field work and coursework. It is best not to work at an outside job while you are in the program.
3. Check your horizon email daily. All important information from the Teacher Education Department, the Credential Student Service Center and your professors is transmitted via email. Be responsible.
4. Registration: You are required to properly register for all classes including field work. Please check the schedule online at [www.csueastbay.edu](http://www.csueastbay.edu). You must take all classes and field experience with your designated team. You may not take any other section of any class. Your spot on Team courses is reserved until the first day of class. It is your responsibility to pay all fees and to register on time. Please contact the Teacher Education Department (510 885-3027) if you are blocked from registering.
5. If you miss the first day of class your instructor has to right to drop you. Being dropped from any courses may put your enrollment in the program at risk. It is your responsibility to register for the correct section and check back to confirm that you are registered.
6. This is NOT an individualized program. You will take courses as scheduled. This means that you will take all courses with your Team and meet all CSUEB requirements. Any out of cohort enrollment must be approved by the chair.
7. You may not find your own student teaching placement. The placement coordinators do all of the student teaching placements. You will not be placed at a school where you have relatives. This may be convenient but it is usually not in your best interest.
8. INTERNSHIPS: You may only accept an internship position with the approval of the credential coordinator. All internship requirements must be met before this will be considered. Your internship cannot count for field work unless your placement has been approved and all papers are signed and on file.
9. Attendance is essential. Each candidate is expected to be on time and attend every class session or event that is scheduled for his/her cohort. Each candidate is also expected to stay until he/she is dismissed. Course instructors have the right to set their own attendance policies, which means that they can take points off your grade for lateness or absence regardless of the reason, (except pregnancy). Their policies and procedures will be in their course syllabus. The Memoranda of Understanding that schools and districts sign with the department state that they cannot require your attendance at school events if they conflict with university classes. If you do miss a class do not expect instructors to provide make-up work and take responsibility for any consequences of missing class. If you have a major and important event that will take you away from your field experience placement, we recommend that you reapply in a year's time.

10. Candidates are to report for field experience according to the schedule given to them by the credential coordinator and follow the CSUEB schedule. Student teachers and interns may not deviate from these schedules without the permission of the credential coordinator and others that will be impacted by their absence. Failure to comply may result in disqualification from the program. Take care of personal business on your own time. Please be sure to schedule personal (including childcare, non-emergency medical) and professional appointments accordingly.
11. These are graduate level courses. You are expected to read the text, participate in class, write graduate quality papers, and take all tests and examinations on time. All papers must be typed and look professional. Do not expect to receive a grade of A, unless your work is of outstanding quality and you have attended all classes. The CSUEB Academic Honesty policy is strictly enforced. Among other things this means no plagiarism, falsifying data, cheating, copyright infringement or other misrepresentation,
12. Professionalism is essential. Keep an open mind and do not judge others, including cooperating teachers, professors and each other! Be friendly and helpful to others. Dress in a professional manner. Do not ever take a child or other unauthorized person to class, meetings or to field experience. Silence your cell phones during class.
13. Education is a complex ecosystem. While we respect the experience and knowledge of candidates, you must have an attitude of openness and a willingness to learn. Model being life long learners for your students.
14. Your behavior in public spaces and online is subject to scrutiny by your students, cooperating teachers, school site leaders, university instructors, parents, and potential employers. As an educator, you will be held to a higher standard. Use privacy controls. Do not “friend” students. . Do not publicly comment on your placement, students, instructors or colleagues. If your cooperating teacher uses the internet to communicate with students and wants you to do likewise get a separate email account, preferably through the school district. If you use a website to communicate with students separate it from any personal websites. Check with your school site policies on internet communication and follow them explicitly. Most schools have strict policies against posting student names or student photos on the internet.
15. Strive for excellence. Excellence means doing your very best under the given circumstances. We know that you will be very successful!

## 12.2 SUBSTITUTE TEACHING AND STRIKE POLICY

### Candidates may serve as substitute teachers under the following conditions:

1. The candidate must complete: a district teaching position application; a 30-Day Emergency Substitute Teaching Permit application through the school district; and other requirements as specified by the district
2. Candidates may serve as substitutes for their cooperating teacher. Candidates may serve as substitutes for other teachers if the assignment does not conflict with their regularly scheduled field work.
3. Candidates must be paid for their work as substitute teachers. If candidates are not paid they should contact the Department Chair immediately.
4. It is the responsibility of the candidate to make sure that substitute teaching does not interfere with university coursework.
5. Substitute assignments over five contiguous days must be approved by the Program Coordinator.

### Student Teachers - Strike Situation Policy

If the teachers in a school district are involved in a strike, then the field experience placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact the credential coordinator. If the length of the strike will make it impossible for candidates to fulfill the requirements of that field placement, they will be reassigned. In this case, field experience refers to assignments made by CSUEB. This policy does not pertain to paid or volunteer services outside the scope of the student teaching assignment.

#### **Interns/Candidates Teaching under Emergency Credentials – Strike Situation Policy**

Candidates teaching under emergency credentials and interns are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment. However, if a strike situation exists and candidates cannot complete the required 600 hours in their employment the university cannot recommend the candidate for a credential until the statutory number of hours is completed, either working under an intern credential or as a student teacher. Please contact the program coordinator if such a situation exists.

#### **Status of Cal State East Bay Supervisors**

We ask that both teachers and administrators consider the dilemma a strike poses for our program. We need positive relationships with all parties in a school district. CSUEB supervisors will not enter schools during a strike situation.

### **12.3 NETID, E-MAIL, & COURSE ENROLLMENT: MYCSUEASTBAY**

Candidates must ensure that they are registered CSUEB students AND must activate their NetIDs and student e-mail accounts prior to course enrollment via the MyCSUEB website: <https://my.csueastbay.edu>. ALL candidates enroll in the courses that are specifically designated for their teams, including Field Experience. **NO** candidate may enroll in a course designated for another team. Candidates are expected to enroll prior to the close of the *Open Enrollment Period* each quarter. **It is also crucial that candidates maintain and check their CSUEB e-mail accounts daily for all credential program and university correspondences.**

### **12.4 CREDENTIAL PROGRAM COORDINATOR**

The Credential Program Coordinator:

1. Coordinates candidates from the initial admission interview period through the final evaluation, to the recommendation of individual candidates for California teaching credentials;
2. Liaises with the placement coordinator to establish field placements for each candidate;
3. Serves as advisor and counselor to candidates. (The credential coordinator helps or arranges for appropriate faculty to help candidates who may experience difficulty with a university supervisor, instructor, cooperating teacher, or site partner and guides them through the situation in a professional manner);
4. Counsels or arranges for appropriate faculty to counsel candidates who are having personal/health problems that may jeopardize their performance as student teachers or as post-baccalaureate students to make prudent choices about continuing in the program;
5. Collaborates with the university supervisor in evaluating the field work performance of candidates who do not show sufficient progress in meeting the TPEs. They assist in establishing an Improvement Plan.

In conjunction with Office of Academic Affairs for Graduate Students and the Credential Student Service Center tracks each candidate's progress and communicates this information to the candidate.

6. Confers with university supervisors to assign credit for each semester of candidate's fieldwork; and
7. Notifies the Credential Student Service Center of situations that may affect a credential candidate's progress towards the credential completion.

## 12.5 PLACEMENT COORDINATOR

The placement coordinator works with district office personnel, principals, vice-principals, department heads and teachers in arranging field placements each school semester. This requires individual contacts, school visitations, telephone calls, record keeping, and endless hours of coordination between the university and local school sites. Placement considerations are only given to geographic location, and documented special needs of candidates.

## 12.6 SCHOOL SITE ADMINISTRATOR

The school site administrator assists the placement coordinator in making appropriate placements for candidates that meet state requirement. Important considerations in this regard include:

1. Content areas taught during the time the candidate is in the placement. Ideally, the site administrator will work with teachers if a schedule modification is required to accommodate the candidate's field experience requirements.
2. The candidate must have the opportunity to teach using a variety of teaching techniques regardless of the district-adopted curriculum. If the district uses a "scripted" curriculum, the candidate must have the opportunity to teach the content using a variety of other instructional techniques.

## 12.7 COOPERATING TEACHERS

Cooperating teachers are integral to the development of new teachers. They serve as mentors, exemplars, and guides. Evaluate – create relationship- work with in classroom structure of CT invite candidates into culture of school. Candidate Role and Responsibilities

Candidates are the most important people in our program. As such, they are expected to give 100% participation to their professional preparation program wherein they develop the knowledge, skills, and guidance to become excellent teachers of California's elementary, middle, and secondary school students.

## 13.0 DECLASSIFICATION POLICY & ACADEMIC DISHONESTY

### 13.1 DECLASSIFICATION FROM THE PROGRAM

The University Catalog outlines the policy on declassification: *A student may be declassified (dropped) from a graduate degree or credential program for a range of reasons, including, but not restricted to, unprofessional conduct; behavioral issues that interfere with the learning of others; failure to make progress toward the degree or program as set forth by the University and program policies; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline even if*

*the GPA is above a 3.0.*

*The declassification request must be initiated by the major department with support from the department/program chair and college dean or designee. Requests are submitted to the Office of Academic Programs and Graduate Studies for final action and official notification to the student and the Registrar's Office. The Office of Academic Programs and Graduate Studies will also determine if the student should also be academically or administratively disqualified from the University. If the student is not disqualified from the University and wishes to continue in the University, a declassified student must formally apply to another graduate program or apply as a second baccalaureate student. (Second baccalaureate status is closed for budget reasons until further notice.) Declassified students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless the declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program and be accepted as a student by the department/program. The student must be accepted to a new program no later than three quarters after being declassified; otherwise, the student must reapply to the University.*

A credential candidate or graduate student may be declassified for a range of reasons, including, but not restricted to the following.

1. A candidate fails to maintain a 3.0 GPA in program courses. The university may dismiss a candidate who is on academic probation.
2. If a candidate fails to achieve a specified level of performance in required field experience they may be declassified. See Procedures for unsatisfactory field experience.
3. If a candidate lacks subject matter competency they may be declassified.
4. If the school or school district requests that a candidate be removed from their placement they may be declassified. A school or district is not obligated to provide rationales for removal.
5. If a candidate fails to demonstrate professional conduct toward any participant in the program, including university administrators, university faculty, university staff, university students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students they may be declassified.
6. If a candidate fails to adhere to published university policies.

**Procedure:**

The credential coordinator shall notify, in writing, a candidate subject to declassification. The notification memorandum shall do the following:

1. Cite the appropriate section of this policy,
2. Detail the specific behaviors that led to the declassification, and
3. Notify the candidate that they may appeal to the department chair within 10 calendar days.

Candidates may appeal declassification to the department chair, who upholds the decision or re-instates the candidate with or without conditions stated in writing. The department chair also informs the candidate that the decision can be appealed to the associate dean of the College within 10 days. If the associate dean upholds the declassification, he/she requests in writing that the Office of Academic Programs and Graduate Studies (APGS) take final action and notify the candidate and the Registrar's Office.

A candidate who has been declassified is not eligible to reapply to the declassifying program but may apply to other programs at CSUEB.

Declassified candidates will receive official notification of declassification from CSUEB's Academic Programs and Graduate Studies. Dismissed candidates must withdraw from the university and must immediately notify the Financial Aid Office and return all funds disbursed directly to you and/or credited to your candidate account. A full explanation of the Drop & Withdraw Policy is found at <http://www20.csueastbay.edu/candidates/financing-your-education/fin-aid/drop-withdraw-policy.html>.

## 13.2 ACADEMIC DISHONESTY

The university, like all communities, functions best when its members treat each other with honesty, fairness, respect and trust. Deception for individual gain is an offense against the members of the entire community. The Teacher Education Department adheres to all university rules regarding academic dishonesty, and feels a particular responsibility to require the utmost professional accountability and academic honesty from candidates in our teaching programs. Whenever dishonesty occurs, your instructor will take appropriate action and file an "Academic Dishonesty Incident Report" detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and you will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first. If the office receives two or more reports on an individual, the Candidate Disciplinary Officer is notified.

Depending on the circumstances, you may: (a) be warned; (b) be required to resubmit work or retake an exam under specified conditions and with a possible grade penalty; (c) have your grade adjusted for the assignment; or (d) have your grade adjusted in the course, including assignment of an "F" at the discretion of the faculty. If the course grade is adjusted, it is not subject to Grade Forgiveness.

You may appeal an instructor's action to the Fairness Committee. Your appeal of an instructor's academic sanction is governed by the "Fairness Document."

Depending upon the severity of the offense or the number of offenses, the instructor may directly refer the instance of academic dishonesty to the Candidate Disciplinary Officer to determine if further action is necessary. (In any instance of academic dishonesty, however, whereby an academic sanction is imposed, the instructor will file an "Academic Dishonesty Incident Report." See three paragraphs above.) At the discretion of the Candidate Disciplinary Officer, administrative sanctions such as warning, probation, suspension, or expulsion may be imposed. As prescribed in Executive Order 970, Article V. Sanctions, paragraph 5 entitled Record Discipline, "Probation is entered on a candidate's transcript, with its beginning and end date, for the period of time that the

probation is in effect. Suspension is entered on the candidate's transcript, with the beginning and end date, for the period of time that the suspension is in effect, but remains on the transcript permanently if the suspension is for longer than one academic year." Expulsion is entered on the candidate's transcript permanently along with the date it takes effect. (If an appeal to the Fairness Committee regarding an academic sanction imposed by the instructor is pending, action by the Candidate Disciplinary Officer will be postponed until after the adjudication of the appeal.)

The complete text of Title 5, section 41301 of the California Code of Regulations and of Chancellor's Executive Order 970 can be accessed on the Judicial Affairs website at <http://wwwsa.csueastbay.edu/~jaf/>.

## **14.0 TEACHER PERFORMANCE ASSESSMENT – edTPA**

Senate Bill 1209 (effective January 1, 2007), requires all Single Subject and Multiple Subject candidates to pass a Teacher Performance Assessment prior to being recommended for a California Teaching Credential. California State University, East Bay administers the edTPA to meet this mandate.

CSUEB Candidates submit the edTPA Teaching Event during their final semester in the program. The Teaching event entails planning a learning segment of about one week (approximately 3-5 lessons), including learning objectives for both the curriculum content and the development of academic language related to that content. Candidates submit lesson plans, copies of instructional and assessment materials, video clip/s of their teaching, a summary of whole class learning, and an analysis of candidate work samples. Candidates also write commentaries describing the teaching context, analyzing their teaching practices, and reflecting on what they learned about their teaching practice and candidate learning.

edTPA is subject-specific. Single Subject candidates complete the Teaching Event in their area of specialty.

edTPA is administered by Pearson. Submission fees and deadlines are found on the edTPA webpages located at the departmental webpage.

## **15.0 CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS**

The state has determined that the Teacher Performance Expectations (TPEs) represent the skills all teachers must possess in order to educate all of California's students. As a candidate, you must demonstrate competency through meeting the TPEs set out by the Commission on Teacher Credentialing (CTC) in order to receive a credential or license from the state of California. Over the course of the program there is a continuum of learning in which you are introduced to and will have opportunities to practice and apply the TPEs as you prepare to move into your own classrooms.

The complete TPEs can be found at [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0)

## **16.0 CREDENTIAL CANDIDATE SERVICE CENTER (CSSC)**

Credential Candidate Service Center (CSSC) supports all credential programs at CSUEB. It is important to familiarize yourself with CSSC's main services:

- Advisement regarding credential requirements in all programs;
- Initial screening for credential program requirements;
- Housing of candidate records;
- Monitoring of progress towards credentials;
- Verification of credential program completion;
- Making the official credential recommendation to the Commission on Teacher Credentialing (CTC).

The CSSC can be reached at [credentials@csueastbay.edu](mailto:credentials@csueastbay.edu) or 510 885-

## 16.1 MAINTENANCE OF CANDIDATE CREDENTIAL FILES

In general, credential files that are kept in our office are retained for up to seven years beyond the term of program completion or for one year after non-enrollment (if you have not completed the program), whichever occurs first. Re-admission is subject to the prevailing requirements for entry into the program. Acceptance is not automatic. Re-admitted candidates join a new team and complete their coursework with the new team. They are also subject to all of the credentialing requirements of the new team. Re-admitted candidates are not permitted to deviate from their new team's schedule.

If a credential candidate moves from the teaching credential program to another credential program, the admissions documents DO NOT automatically get transferred to the new program. Please check with the prospective program to verify whether original or photocopies will be acceptable. If photocopies are acceptable, please follow the CSSC procedures regarding how to request copies of items from a credential file. The procedures along with most credential forms and documents are found on CSSC's website under the link for *Credential Forms and Documents*.

## 16.2 FINAL CREDENTIAL PROCESSING

For all credential programs and types, please review the instruction sheet found on CSSC's website to confirm the list of items required for the credential. You do not need to resubmit any document that was previously submitted for program admissions.

The CTC has instituted a policy whereby all universities are required to submit credential applications online. In the final semester of the program, candidates should remit documents required for the credential recommendation to CSSC. The issuance date for the credential will be the last day of the quarter or the last day that an outstanding item was met, whichever is later.

A valid email address and Visa or MasterCard debit/credit card is required to apply for a credential. Our office will submit your application online to CTC upon verification that all requirements have been completed. You will be notified via email by CTC for your payment and additional information. After receiving this information, CTC will issue you an electronic document for you to print. This is your official verification that you will be issued a credential, and you will not receive a hardcopy of your credential document. **The official credential will be posted on the CTC's website, [www.ctc.ca.gov](http://www.ctc.ca.gov).**

### 16.3 VERIFICATION OF CREDENTIAL ELIGIBILITY

If a prospective employer is in need of verification of a credential, a candidate may request a letter of good standing from CSSC. These letters are processed along with all credential processing, so please plan carefully to meet any necessary deadlines. More information on the required steps to obtain credential verifications, including Out-of-State Verifications, are found at: <http://www20.csueastbay.edu/ceas/cssc/admitted/verification.html>.

### 16.4 THE CREDENTIAL FILING PROCESS

- Please submit the required materials as a complete packet either by mail or in person to the Credential Candidate Service Center in AE 235. Note: It is your responsibility to make sure you have completed all the necessary items in order to begin the application process. Keep in mind that incomplete items will create delays in the processing of your credential. The list of required materials is found on the credential application packet. You can obtain the credential application online at CSSC's website under the *Credential Forms and Documents* link.
- The Credential Candidate Service Center will check documents, verify eligibility and recommend for the credential. Requests will be processed in the order in which they are received. Depending upon volume, it may take several weeks before your application is processed. Requests submitted with coursework in progress will be partially processed, then held. Processing will be completed at the end of the quarter when grades are posted and all requirements have been met. If additional documentation is required, you will be notified in via email or on the phone.
- Once the Credential Candidate Service Center has submitted the online recommendation you will be emailed by CTC to complete the personal and professional fitness questionnaire and payment portions of the process. Usually within a day, CTC will forward you a payment confirmation number. Provided there are no extenuating circumstances, CTC will send you an email confirming that the credential has been issued. You may want to print this "issuance" email for employment purposes. The web version of your document is considered the official document. It is your responsibility to confirm accuracy. Contact our office immediately if there are errors.
- Your credential and all information relating to it will appear on the Commission website as granted once processing by CTC is complete.