

Teacher Education Department (TED) – Multiple Subject Credential/MA Program

Multiple Subject Credential/MA (MSCP/MA) Program Vision and Guiding Principles, Academics, and Professional Disposition

MSCP Program Vision

Our vision is to prepare ethical and social justice oriented teachers who create relevant, rigorous, transformative educational experiences, attuned to students' academic, cultural, linguistic, social, and emotional needs.

ELED Program Guiding Principles

We are committed to: preparing a diverse community of teachers, across factors including race, culture, class, language, gender and sexual orientation; serving a diverse range of communities, including underserved and under-resourced schools; and promoting equity and social justice oriented perspectives. Four key principles drive these commitments:

- **Teaching as a Political Act:** We believe that teaching is a political act. Our program engages candidates to develop an educational philosophy, grounded in theory, research, and the socio-political context of schooling, towards challenging social and educational injustice.
- **Teaching as Praxis:** We believe that teaching should be informed by both theory and research. Our program develops candidates' abilities to 1) reflect deep content knowledge of the disciplines, 2) make student centered pedagogical choices informed by theory and research, 3) leverage cultural wealth toward student empowerment, and 4) engage with teachers, students, and communities to co-create dynamic changes within schools, curriculum and neighborhoods.
- **Teaching as a Reflective Practice:** We believe that teachers must be reflective and collaborative. Our program offers candidates continuous, collegial and dynamic learning opportunities. Candidates develop an orientation toward reflection and inquiry.
- **Teaching as a Complex Activity:** Teaching is a complex, challenging profession. Our program develops candidates' academic, political, social, and emotional resilience.

These principles are foundational to the ELED Program. We recognize that there are certain dispositions embedded within these principles. We expect that students entering the MSCP/MA will recognize the importance of these principles and dispositions and will strengthen and demonstrate their understanding of them as they progress through the program:

- **Commitment to ethical conduct**
Disposition: Demonstrates professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality
- **Commitment to equity and social justice**
Disposition: Recognizes and opposes social injustice in themselves, their institutions, and professional environments and strives to improve the social conditions that promote equity
- **Commitment to reflective practices and continuous learning**
Disposition: Systematically and regularly reflects on personal practice with an aim to engage in continuous improvement
- **Commitment to the belief that all children can learn, and to promote academic excellence**
Disposition: Values diversity and accepts responsibility to facilitate learning for all students

These principles and dispositions must be demonstrated at all times in courses as well as field experiences with peers, instructors, advisors, cooperating teachers, and supervisors. Candidates are expected to demonstrate progress in developing these dispositions. Those who fail to do so will be disqualified from the program. (See Appendix J)

Multiple Subject Credential / MA Program Pathways

MSCP/MA Traditional/Regular Student Teaching Model

- Full time = 3 semesters
- Part time = at least 4 semesters
- Candidates are placed in K-8 classrooms in two or more grade spans during their student teaching
- First semester of student teaching is part time (1 day and 2 half days) and increases to full time during the second semester (5 full days)
- Responsible for Summative Teacher Performance Assessment (CaTPA)
- Candidate may pursue a Foundational or Single Subject credential to enable them to teach departmentalized settings at the middle school level

MSCP/MA with Bilingual Authorization Program Model (in addition to the traditional model)

- Designed for candidates who are bilingual/biliterate in English and Spanish
- Candidates are required
- Take 3 of the credential courses taught including assignments that need to be completed in Spanish
- Student teaching/intern placement is in a bilingual classroom
- In addition to meeting the credential requirements (3 courses + student teaching), candidates need to pass CSET III: Spanish (LOTE), test code 147
- Candidates who have demonstrated language proficiency in Spanish through the CTC-approved examination may be assigned to approved bilingual-authorized teaching assignments

MSCP/MA Intern Model

- Credential granted by the California Commission on Teacher Credentialing (CCTC)
- Legal agreement between university and partner districts
- 100% responsible for academic work
- Responsible for Summative Teacher Performance Assessment (CaTPA)
- 100% responsible to employer - evaluated as a first year teacher

To apply to the Intern Model Program (also see Appendix I), accepted MSCP/MA Traditional or BAP candidates must have completed:

- All foundation courses
- Completed Subject Matter Competency requirement
- Passed the US Constitution requirement
- A personal statement detailing their qualifications
- A disposition interview with Program Coordinator

Approved Intern candidates are responsible for securing a job offer in a program approved district and teaching assignment.

Special Education Concurrent Program (in addition to the traditional model)

- Candidates interested in pursuing a MSCP and an Ed Specialist credential (mild/moderate) in Special Education should consider the Concurrent Program
- Program is "housed" in the Special Education Dept - see their website for more information and application process
- Field service - two semesters in each program for student teaching or intern placement(s) - must be complete for each credential program

Required Coursework for a California Preliminary Credential

Important: Students must be admitted to the Multiple Subject Credential Program before taking credential courses offered through the Teacher Education Program. Course sequence and/or requirements may vary slightly across program pathways.

Table 1: MSCP/MA Sequence Models.

MSCP/MA Sequence Models

Full Time - 3-Semesters

Part Time - 5 semesters

Full Time Timeline

Semester 1	Semester 2	Semester 3
294 224 208 (b) 108D 262 (b)	108A (b) 108B 260 143A (b) MA = 250	108C 143B (b) MA = 298

MA participation survey

Program objective change to MA
(Financial aid students must notify FA of OC)

Part-Time Timeline

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
224 262 (b)	108B 294	208 (b) 108D	143A (b) 108A (b) 260 MA = 250	143B (b) 108C TBD - (180 for non-MA) MA = 298

(b) – Bilingual Authorization Program classes taught with Spanish components

MA candidacy classes highlighted in yellow.

Only classes offered in Summer are Semester 1 classes.

Table 2: Required Credential Courses.

Course	Title	Units
FOUNDATION COURSES		
EDTE 208*	Educational Sociology	3
EDTE 224	Seminar in Educational Psychology	3
EDTE 262*	Classroom Issues in the Language/Literacy of L2 Learners	3
EDEL 294	Research and Practices in Health and Special Education	3
CURRICULUM COURSES		
EDEL 108A*	Curriculum: Reading/Language Arts // Pre-requisite: EDTE 262 or Concurrent enrollment in EDTE 262 (Requires prior approval by Department)	3
EDEL 108B	Curriculum: Science	3
EDEL 108C	Curriculum: Social Studies	3
EDEL 108D	Curriculum: Mathematics	3
FIELD EXPERIENCE		
EDEL 143A*	Field Practicum: Phase I // Pre-requisite: EDTE 262. Additional prerequisites are required for Intern candidates.	4 – 6**
EDEL 143B*	Field Practicum: Phase II // Prerequisite: EDEL 143A.	4 – 10**
EDTE 260	Critical Perspectives on Schooling in a Pluralist Democracy	3
MASTERS CURRICULUM		
EDTE 250	<i>Qualitative Research in Education</i>	3
EDTE 298	<i>EDTE 298 – Special Studies in Education (MA Project)</i> <i>Prerequisite: EDTE 250</i>	3

*Spanish Bilingual students must enroll in specific sections of these courses that are taught in English and Spanish.

** Assigned units for field service may vary by program model.

Note:

1. Only those admitted to the MSCP may take courses in the Teacher Education Department.
2. All courses are offered in both fall and spring terms. Summer session course offerings are contingent upon enrollment, faculty availability and budget. Field Service Practicum (EDEL 143A and EDEL 143B) is not available in summer.
3. If you have taken a course outside SJSU that you feel is very similar to a course taught in our program, you may petition for a review of Course Equivalency. If the review is approved, you are waived from taking the course in our program.
4. Candidates must complete credential and Master's Degree courses within seven years of their initial entry into the program. Candidates who extend their credential program beyond 5 years will need to retake the Multiple Subject CSET, RICA and/or update their Certificate of Clearance and TB Clearance to remain in or return to the credential program.

Program Admission and Application Requirements

Attend a General Advisement Session

http://www.sjsu.edu/elementaryed/programs/Multiple_Subject_Credential/advisement_session/

University Application

- Apply to the university via Cal State Apply (CSA): <https://www2.calstate.edu/apply> to the Graduate Admissions Applications link
- Apply as Multiple Subject credential candidate to Multiple Subject Credential
- Statement of Purpose is not required for CSA application. State “submitted directly to the department” instead
- Be sure to meet the posted application and documentation due dates: http://www.sjsu.edu/gape/prospective_students/deadlines/
- Submit official transcripts of all colleges attended
 - Candidates completing the final semester of their undergraduate programs are also encouraged to apply
 - Candidates who have earned their degrees outside of the United States should follow the steps detailed in Appendix A.
- You may apply to the department and the university at the same time

Teacher Education Department Application

- Application deadlines are posted on the [Teacher Education website](#)
- You must apply to BOTH San Jose State University (via Cal State Apply) and to the department. We encourage you to apply to both at the same time.
- Submit your Department application and required documents to the Teacher Education Office, Sweeney Hall (SH) 305. See Step 9 in Appendix B.
- Your initial department application must include:
 - MSCP/MA Application Checklist (see Appendix F)
 - Multiple Subject Credential MA Program Application Form (see Appendix G)
 - Resume
 - Statement of Purpose
 - Second Statement of Purpose for Bilingual Authorization Spanish applicants written in Spanish
 - Unofficial transcripts for all colleges attended. GPA minimum requirement is 2.87
 - (3) dated and signed letters of recommendation. Must be signed/dated within 2 years of application submission. Only (1) letter may be from a personal friend.
 - Basic Skills Requirement – Score report (see Appendix B, #5)
 - Verification of Subject Matter Competency by supplying either:
 - 1) Passing CSET scores for Multiple Subjects
 - 2) Elementary Approved Subject Matter Preparation Program – in effect as of fall 2017, form provided and completed by Undergraduate Subject Matter Academic Advisor for the following subjects:
 - Liberal Studies - Susan Verducci (susan.verducci@sjsu.edu)
 - Child & Adolescent Development - Toni Campbell (toni.campbell@sjsu.edu)
 - Social Science - Maria Alaniz (maria.alaniz@sjsu.edu)
 - Environmental Studies - Lynne Trulio (lynne.trulio@sjsu.edu)
 - and counter signed by the College of Education Credential Analyst
 - Verification of (45) Pre-professional hours or equivalent (see Appendix H). SJSU’s Hum 185 and CHAD 159 fulfills this requirement
 - Certificate of Clearance (see Appendix C)
- An Admission Interview will be scheduled with an advisor
 - If no response is received to our scheduling request via email/phone message, TED will assume the application has been voluntarily withdrawn.
 - If you are a bilingual applicant, your interview will be conducted in Spanish.

Tuition Considerations

- Tuition varies by institution and program length
- Financial aid, scholarships, and/or grants are available for eligible credential students
- Be sure to complete a Free Application for Federal Student Aid (FAFSA) application when you apply via Cal State Apply
- [SJSU's Financial Aid and Scholarship office](#) is your contact and resource for any questions
- [SJSU's Bursar's office website](#) provides tuition information

Application and Admission Related Contacts

Teacher Education Department

If you have any questions regarding your department application/admission email Deb Codioli at deb.codiroli@sjsu.edu

University Admission

[Graduate Admissions and Program Evaluations \(GAPE\)](#) is your best resource for university application and or admission related inquires (for both domestic and international student):

Phone: 408.283.7580

Email: graduate@sjsu.edu

Appendix A

Information about Degrees Earned Outside the US

Applicants must possess the equivalent of a Bachelor's Degree granted by a recognized and accredited post-secondary institution and program (the equivalent of a total of at least 16 years of academic education). Foreign transcript evaluation is a two-part process for individuals who earn their degree outside of the United States. The California Commission on Teaching Credentialing (CCTC) requires independent evaluation of transcripts via agencies they have approved while San Jose State University's Graduate Admission and Program Evaluation (GAPE) Department evaluates all foreign transcripts in house to determine degree equivalency. Admission to the program is contingent on **BOTH** CCTC and SJSU individually validating your foreign degree is equivalent to a U.S. Bachelors or higher degree.

Step 1: Apply to the university via Cal State Apply

International applicants are those who currently hold or are applying for an F-1 or J-1 visa and currently reside either in the U.S. or abroad. International applicants must inform Graduate Admissions and Program Evaluations (GAPE) of their current VISA status. Visit the GAPE website for information on how to apply as an international applicant: http://www.sjsu.edu/gape/prospective_students/international/

- Submit a university application via <https://www2.calstate.edu/apply>. See instructions on pg. 5
- International Applicants must submit the appropriate application providing the information for the visa they hold at the time the application is submitted. (Example, if applicant currently holds an "H" visa, but anticipates changing to an "F" visa, they must submit a domestic application. The change in visa status may be requested only after the application process has been completed. If an applicant is not in the United States and requires an "F" visa to attend, they must submit an international application. If an applicant is transferring an "F" visa to SJSU, an international application is also required.)
- International applicants who have completed coursework at an institution outside the United States **MUST** provide a WES (World Education Services) ICAP, course-by-course evaluation. Mark sheets/transcripts must be sent directly to WES for evaluation. (SJSU must receive the academic record and the evaluation directly from WES.) A complete WES evaluation is preferred. However, GAPE will review applications of those in the final year of study. For these applicants, the WES Evaluation must contain a minimum of 7 semesters of work.
- More information can be found on the **International Applicants: How to Apply** page on the GAPE website at <http://www.sjsu.edu/gape/>.

Step 2: Foreign Degree Evaluation for California Commission on Teacher Credentialing (CCTC)

CTC must validate that your foreign degree is equivalent to a U.S. Bachelors or higher degree before you may apply to the Multiple Subject Credential Program at San Jose State University. This part of the evaluation is only for your department application and does not need to be submitted to GAPE for evaluation.

- Submit your foreign transcripts to one of the approved agencies for evaluation. For a list of agencies approved by the California Commission on Teacher Credentialing for Foreign Transcription Evaluation, please visit the CCTC website at: <http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf>
- Request two sets of transcript evaluation. One for your records and one to submit with your application to the Teacher Education Department.
- If your evaluation determines that your foreign degree **is** equivalent to a U.S. bachelor's or higher degree, you may proceed to Step 3. A copy of the transcript evaluation should only be submitted with your application in Step 3.
- If your evaluation determines that your foreign degree **IS NOT** equivalent to a U.S. bachelor's or higher degree, you are not eligible to apply to the Multiple Subject Credential Program.

Step 3: Apply to Teacher Education Department for the Multiple Subject Credential Program

Candidates must submit a departmental application to the Teacher Education Department by the deadline. Please refer to pg. 5 for detailed information about the application requirement.

Appendix B
Department Application Process Information

MSCP/MA Application

- the MSCP/MA program application packet must include all of the items listed in Appendix B.

1. Complete the Department Application Form (See Appendix G).
2. Prepare a brief (one page) Resume that details your college-level academic, employment, and volunteer experiences. In describing a position you held (employment or volunteer service), highlight the duties you performed and any awards/accomplishments you would like us to know about.
3. In your Statement of Purpose, explain how you arrived at your decision to become a teacher and your commitment to complete the requirements for the credential. Your essay should be one to two pages in length (double spaced, 10-12 font type).
4. For bilingual program candidates a second Statement of Purpose is required, written in Spanish explaining why you want to teach in a bilingual classroom. Your essay should be one to two pages in length (double spaced, 10-12 font type).
5. Three (3) Letters of Recommendation must accompany your initial application. Your letters should speak to your qualities as a teacher. Only one letter of recommendation may be from a personal friend or acquaintance. Letters written by family members will **not** be accepted as letters of recommendation. The remaining two letters should be from those who know you as a in a work or voluntary service environment (eg., supervisor) or academic environment (eg., professor). All letters must be written within the past 2 years). All letters of recommendation must include the date the letter was written, the handwritten signature of the recommender, and contact information for the recommender.

Photocopies may be submitted in place of original documents for the following requirements, #'s 6, 7, 8, 9 and 10.

6. Provide Score Report Verifying Completion of Basic Skills Requirement. Applicants may satisfy the basic skills requirement by submitting score reports documenting successful completion of **ONE** of the following options:

- **Pass the California Basic Educational Skills Test (CBEST):** To pass the CBEST, one must obtain a minimum score of 41 in each of the three sections—reading, writing, and mathematics. However, a score as low as 37 on an individual section is acceptable if the total score is at least 123. Any or all sections of the CBEST can be repeated as many times as necessary to obtain a passing score. CBEST passing scores remain valid indefinitely for all credential purposes.
- **Pass the CSET: Multiple Subjects plus the CSET: Writing Skills Examination:** Passing the CSET: Multiple Subjects examination in combination with the CSET: Writing Skills examination meets the basic skills requirement. Passing exam scores on the CSET: Multiple Subjects examination used only for purposes of meeting the basic skills requirement remain valid indefinitely. The CSET: Writing Skills may not be used alone and must always be used in combination with the CSET: Multiple Subjects examination.
- **Demonstrate proficiency on the California State University (CSU) Early Assessment Program.** Demonstrating proficiency on the CSU Early Assessment Program (EAP) (English and Mathematics sections) is sufficient to meet the basic skills requirement. For use of the EAP, individuals must achieve a score of “College Ready” or “Exempt” for both math and English.

- **Demonstrate proficiency on the California State University (CSU) Placement Examinations:** Demonstrating proficiency on the CSU Placement Examinations (English Placement Test [EPT] and Entry Level Mathematics [ELM]) is sufficient to meet the basic skills requirement. For use of the EPT, individuals must achieve a score of 151. For use of the ELM, individuals must achieve a score of 50.
- **Pass a Basic Skills Examination from Another State:** There is no requirement for the date the examination was passed. The list of Basic Skills examinations from other states accepted by the Commission can be found at: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>.
- **Achieve the minimum acceptable scores on the College Board SAT examination:** Must achieve a score of at least 500 on the SAT English exam and a score of at least 550 on the SAT mathematics exam.
- **Achieve the minimum acceptable scores on the ACT examination:** Must achieve a score of at least 22 on the ACT English exam and a score of at least 23 on the ACT mathematics exam.
- **Achieve the minimum acceptable scores on selected College Board Advanced Placement (AP) examinations.** Individuals who achieve: 1) a score of 3 or higher on the College Board AP English exam; and 2) a score of 3 or higher on the AP Calculus exam or AP Statistics exam, are determined to have met the basic skills requirement.

7. Provide un-official Transcripts from ALL colleges & universities you attended, including SJSU. Students with pending degrees should submit current transcripts to start application file and will also need to submit final transcripts with degree conferred to complete your department file.

The minimum GPA required for admission into the Multiple Subject Credential Program is 2.87.

8. Provide documentation verifying minimum of 45 hours of Pre-Professional Experience. Pre-professional experience in a public school during the regular school day schedule is a requirement for admission. Document experience by using the Teacher Education Pre-professional Experience Verification Form (See Appendix H).

9. Provide verification of Subject Matter Competency by supplying either:

- 1) Passing CSET scores for Multiple Subjects (See Appendix E for more information).
- 2) Elementary Approved Subject Matter Preparation Program, in effect fall 2017, form provided and completed by Undergraduate Subject Matter Academic Advisor for the following subjects:

Liberal Studies - Susan Verducci (susan.verducci@sjsu.edu)

Child & Adolescent Development - Toni Campbell (toni.campbell@sjsu.edu)

Social Science - Maria Alaniz (maria.alaniz@sjsu.edu)

Environmental Studies - Lynne Trulio (lynne.trulio@sjsu.edu)

and counter signed by the College of Education Credential Analyst

10. Provide Certificate of Clearance documentation (see Appendix C).

11. Submit complete Department Application packet to the Teacher Education Department by

- Deliver in person in Sweeney Hall 305
- By mail to:
Multiple Subject Credential Application
Department of Teacher Education
San Jose State University
One Washington Square
San Jose, CA 95192-0074
- Email deb.codiroli@sjsu.edu

Appendix C Additional Department Program requirements & explanations

Certificate of Clearance (CoC)

A CoC is a document that verifies that the individual has completed the Commission's (CCTC) fingerprint and character and identification process. As fingerprinting is a requirement for Emergency Permits, individuals holding **unexpired** permits do not need to complete the Certificate of Clearance. A copy of the Emergency Permit may be submitted to the Teacher Education Department in lieu of the Certificate of Clearance; however, it is applicant's responsibility to make note of the expiration date and update BEFORE the start of student teaching.

Instructions (3 steps) on how to obtain the Certificate of Clearance (CoC):

Step 1 – Live Scan Service

1. Make an appointment for Live Scan Service at SJSU Police Department by calling (408) 924-2172. For additional Live Scan Service Locations: <https://oag.ca.gov/fingerprints/locations>.
2. Print three copies of [Livescan 41-LS form](http://a.cms.omniupdate.com/10/#sjsu/sjsu/elementaryed/preview/docs/LiveScan%20Form.pdf) and take with you to Live Scan appointment. (<http://a.cms.omniupdate.com/10/#sjsu/sjsu/elementaryed/preview/docs/LiveScan Form.pdf>)

Step 2 – Certificate of Clearance Application via CCTC

1. After live scan is done, complete online application for the Certificate of Clearance (CofC) via the CCTC website: <https://www.ctc.ca.gov/credentials/apply>.
2. The fee for a CoC is payable by credit card only.
3. Immediately following the successful submission of the online application, an email will be sent containing a confirmation number and a link to the Track Payment web page.
4. Once the CoC application is submitted, the system will search for your LIVESCAN electronic fingerprints, which is sent electronically to CCTC by the Live Scan Service.
5. When requirements for issuance of the CoC are completed an email will be sent informing the individual that the document has been granted and can be viewed in 48 hours on the Look-up and Status page: <https://www.ctc.ca.gov/credentials/online-services>.

Step 3 - Email a copy of the online Certificate of Clearance to the Record Specialist at deb.codiroli@sjsu.edu.

District-Level Fingerprint Clearance (prior to student teaching)

Although candidates are required to have a Certificate of Clearance on file with the California Commission on Teacher Credentialing, **some** of our participating districts require district-level clearance as well. Candidates should arrange an appointment with the participating district's Human Resources Department at least 10 working days before the start of the field placement/ student-teaching experience to ensure district-level fingerprint clearance is completed. Candidates may not begin their field placement without having both CTC and if required, district-level clearance.

TB Test

It is essential that every student-teacher provide documentation of the TB test taken within the last 3 years. In cases where the results were positive, we also need a copy of the X-ray report that verifies that TB is not present in your lungs. This documentation will be required in order to enroll in student-teaching (EDEL143A or EDEL143B).

Email a copy of your official test results to deb.codiroli@sjsu.edu.

Bilingual Authorization (Spanish)

Candidates in the Bilingual Authorization must satisfy second language requirements before student teaching, EDEL 143B or, for interns, prior to being placed in a bilingual intern assignment. The requirement is met by passing the CSET Spanish Subtest III exam (test code 147). Additional testing information about the CSET LOTE exams for Bilingual Authorizations is available at:

https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_CSET145_TestPage.html

Email a copy of your official test results to deb.codiroli@sjsu.edu.

For Spanish Bilingual Authorization only, passage of this subtest is not required if (1) you hold a valid, non-emergency Single Subject or Standard Secondary Teaching Credential with a major in the language authorized by the Bilingual Authorization you are seeking, or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in the language authorized by the Bilingual Authorization you are seeking and the institution is equivalent in status to a regionally accredited institution of higher education in the United States.

Appendix D

Additional CTC Requirements to be Completed Before Applying for Preliminary Multiple Subject Credential

Unless otherwise noted, the requirements listed below may be completed before, during, or after completion of the credential program coursework. However, all requirements must be completed before applying for your Preliminary Multiple Subject Credential at the end of the program.

U.S. Constitution

California law requires individuals to verify completion of a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution OR pass an examination given by a regionally-accredited college or university. All intern candidates must have completed the US Constitution prior to accepting an intern placement and/or offer of employment.

The U.S. Constitution requirement may be satisfied by ONE of the following methods:

1. If you received your **Bachelor's Degree from a CSU**, you have met this requirement. Requirement will be verified by degree conferred on official transcript.
2. **Course Option.** The courses listed below are approved by the CCTC to meet the U.S. Constitution requirement at Bay Area Community Colleges.

U.S. Constitution Approved Courses.

<u>College</u>	<u>Course</u>
Cabrillo	POLS 1 or 5
City College of S.F.	POLS 1
DeAnza College	Hist 17A or POLS 1
Evergreen College	POLS 1
Foothill College	POLS 1 or 7
San Jose City College	POLS 1
West Valley College	POLS 1 or 1H

3. If you have taken a **course at another institution** that you believe satisfies the requirement but is not listed above, follow the instructions for the U.S. Constitution Requirement listed at [How to meet the U.S. Constitution Requirements](#). The LCOE Credential Office will review the request and inform you of the decision.

4. **Exam Option:** Testing centers offer the U.S. Constitution exam. Candidates are required to complete this requirement prior to student teaching.

U.S. Constitution Testing Centers.

<u>Testing Center</u>	<u>Contact</u>
Notre Dame de Namur University	650-508-3545

Technology Level I Requirement (Standard 11 Using Technology in the Classroom)

Applicants for a Preliminary Credential demonstrate knowledge that includes general and specialized skills in the use of computers in educational settings. Candidates entering the MSC program after spring 2018 will be required to complete the Technology Requirement by complete the following two on-line courses and provide certificates of completion to the Department of Teacher Education [SH 305].

1. [Google Educator, Level 1](#)**
2. [Common Sense Media \(Digital Literacy\)](#)**

**Important: In order to complete the Google Educator, Level 1 you must register using your official sjsu.edu email.

**Complete the one grade level band that is appropriate to a grade level in which you will be certified.

Documentation required to verify completion of the Tech Requirement

Google Educator and Common Sense Media – Submit the course certificates that you receive from Google Educator and Common Sense Media to the Teacher Education Department, which you should also print and keep for your records and you will need it when you apply for the Preliminary Credential after completing the program.

CPR

All applicants for a Preliminary Certification must include certification of having completed Infant, Child and Adult CPR. Certification must be valid at the time of applying for the credential. See the [How To Meet The Adult-Child-Infant CPR Requirement](#) information listed at the LCOE Credentials Office webpage.

Reading Instruction Competence Assessment (RICA)

RICA is to be taken following completion of EDEL 108A (Reading and Language Arts Curriculum course). Candidates may not apply for their preliminary credential without having successfully passed the RICA. Passing scores for the RICA are valid for 10 years. See [RICA website](#) for registration and fee information.

Summative Teacher Performance Assessment (CalTPA)

CalTPA includes a summative Teaching Event project conducted as part of EDEL 143A and 143B (Student Teaching) requirements. In addition, embedded signature assessments in EDTE 262, EDEL 108B (Science Curriculum), EDEL 108C (Social Studies Curriculum) and EDEL 108D (Math Curriculum) make up the department portfolio.

Appendix E **Policies, Credential Requirements and Additional Information**

Program Planning Guide (PPG)

The PPG is your course and requirement contract with the MSCP program. It specifies which courses you are to take and in what sequence. The form is generated based on your program pathway choice and a copy will be provided to you. The PPG also provides a snapshot of the other CTC requirements. Any change to your PPG must be authorized in advance by the MSCP/MA Program Coordinator/Advisor. To request a change in your plan, email Linda Sizelove at linda.sizelove@sjsu.edu. If your request is approved, you will receive a revised PPG.

Course Sequence

When registering for classes follow your Program Planning Guide and keep the following course sequences in mind:

- EDTE 262 is a prerequisite for EDEL 108A and EDEL 143A
- Bilingual candidates take pathway-specific sections of EDEL 108A, EDTE208, EDTE262, EDEL143A and EDEL143B from designated professors. These sections are indicated on the schedule with a "b".
- EDEL 143A must be taken before EDEL 143B.
- EDTE 260 must be taken with EDEL 143A or EDEL 143B.

Schedule of Classes & Registration

Each semester the schedule of classes is sent via email to students. Email Marie Kochevar marie.kochevar@sjsu.edu if you have questions. The schedule of classes is never posted online. You will need to register for all classes in accordance with your program plan on or before the last day to add and pay your registration fees on time. If you do not pay by the deadline, you will be dropped. Class Adds will not be approved after the Late Registration Period.

Grading Policy/Academic Probation

Students are expected to maintain a grade point average of 3.0 or better in their academic work and failure to do so will result in Academic Probation and possible Disqualification. In addition, each course must result in a "CR" or a letter grade of "C" or higher. Grades of "C-" or lower will remain on your record, be computed for GPA, and require a retake of the course. Students disqualified from the University, on academic probation, or those with a GPA below 3.0 will NOT be eligible for student-teaching/intern placement.

Candidate Competence in Student-Teaching/Field Service Practicum

Candidates must attain competency in all areas of relevant content and communication outlined in the CTC standards. Should a candidate perform unsatisfactorily in either phase of the practicum (EDEL 143A or EDEL 143B) by failing to achieve the expected level of performance, the process for remediation, Professional Dispositions Remediation Plan (see Appendix J) would be enacted. If the process of remediation is unsuccessful, or if the candidate is removed from a practicum placement, she or he will receive no credit for that phase of the practicum.

The candidate will have two opportunities to successfully complete either EDEL 143A or EDEL 143B. Candidates with two unsuccessful experiences in either EDEL 143A or EDEL 143B will be disqualified from the program.

Subject Matter Competency Requirement

Can be satisfied by either completing:

1) CSET Multiple Subject subtests I, II, and III may be taken individually on separate dates but all three subtests must be passed to verify competence. The Multiple Subject CSET is a computer-based exam, available Monday-Saturday (excluding holidays) at most testing sites.

Passing scores are valid for 10 years.

SJSU or the Teacher Education department does not receive scores from any testing site. It is YOUR responsibility to submit a photocopy of your official scores to the Teacher Education Department. You can email scores to deb.codiroli@sjsu.edu or include a copy in your initial MSCP department application.

Test Preparation resources:

- Additional testing information about the CSET is available at: <http://www.ctcexams.nesinc.com/>.
- CSET study guides can be purchased at any bookstore and also available at libraries. Start a study group and study with other students who plan to enter the program.
- The LCOE Student Success Center at <http://www.sjsu.edu/education/studentsuccesscenter/> also provides testing resources.

You may retake an exam if you do not pass, but must wait 45 days from your original test date to retake the exam.

OR

2) Elementary Approved Subject Matter Preparation Program, in effect fall 2107, form provided and completed by Undergraduate Subject Matter Academic Advisor for the following subjects:

Liberal Studies - Susan Verducci (susan.verducci@sjsu.edu)

Child & Adolescent Development - Toni Campbell (toni.campbell@sjsu.edu)

Social Science - Maria Alaniz (maria.alaniz@sjsu.edu)

Environmental Studies - Lynne Trulio (lynne.trulio@sjsu.edu)

and counter signed by the College of Education Credential Analyst.

Applicants must submit passing CSET scores or the ESM Program Waiver in their MSCP/MA program application.

Time Limit for Completing the Coursework

All coursework required for MSCP must be completed within seven years preceding the application for the Preliminary Credential. This also applies to course transfers. If courses become outdated, a student may request a course revalidation. The Department Chair will review all course revalidation requests which will be approved on a case by case basis. PLEASE NOTE: Candidates who did not complete their coursework within 10 years will need to retake all sections of the CSET to remain in/return to the program.

Appendix F
Application Checklist

Name _____
SJSU Student ID: _____

SJSU Graduate Admissions & Program Evaluations (GAPF) Requirements		Date Completed	
1	Submit University Application via https://www2.calstate.edu/apply . See page 5 for additional		
2	TRANSCRIPTS - One set of <u>official</u> transcripts MUST be send directly to GAPE		
TEACHER EDUCATION APPLICATION FILE (#1-11 must be included in your application packet)		YES	NO
1	Application Checklist (this page): print and enclose a blank copy with your department application packet		
2	Teacher Education Multiple Subject Credential/MA Program (MSCP/MA) Application Form (See Appendix G)		
3	Resume		
4	Statement of Purpose – “Why I Want to be a Teacher” (all candidates in English)		
5	Second Statement of Purpose for Bilingual Authorization Spanish applicants (written in Spanish)		
6	Letters of Recommendation 1 -		
	Letters of Recommendation 2 -		
	Letters of Recommendation 3 -		
7	Basic Skills Requirement (CBEST, etc.) – Submit a <i>photocopy</i> of your passing scores. <u>DO NOT SUBMIT ORIGINAL COPY, KEEP ORIGINALS FOR YOUR RECORDS.</u>		
8	TRANSCRIPTS – ALL students, including SJSU students, MUST submit ONE set of <u>unofficial</u> transcripts of all colleges/universities attended in the Department Application Packet. Foreign Degree, (See Appendix A)		
9	45 hours of Pre-Professional Experience See detailed instructions and document experience on the TE Pre-Professional Experience Verification Form (See Appendix H)		
10	Subject Matter Competancy (either CSET or ESM Waiver) Submit a <i>photocopy</i> of passing scores or Waiver in in your department application packet. <u>DO NOT SUBMIT ORIGINAL COPY, KEEP ORIGINALS FOR YOUR RECORDS.</u>		
11	Certificate of Clearance - Copy must show issuance date. Instructions on how to obtain the certificate (See Appendix C)		

Appendix G
Teacher Education Multiple Subject Credential/MA Program (MSCP/MA)
Application Form

Application Date: _____ Admission Semester: _____

Personal Information

Student ID: _____

Last Name: _____ First Name: _____

Mailing Address: _____

Phone: _____ Email: _____

Degree Information

Institution: _____

Undergrad Major: _____

Graduation Date: _____ GPA: _____

List ALL Colleges/Universities attended. Submit one set of **unofficial** transcripts listed below. Students with pending degrees must submit current transcripts for the admission process. Once admitted, final transcripts with degree conferred must be submitted to the department to clear admission. NOTE: SJSU students must also submit SJSU transcripts.

Institution	Degree Earned	Date Conferred

Credential Program Objective

Note:

Part-time Enrollment / 1-6 units (2 classes a semester) – Aligns with SJSU's Part-time tuition.

Full-time Enrollment / 7-16 units (3 or more classes a semester) – Aligns with SJSU's Full-time tuition.

Circle ONE program pathway:

Multiple Subject Credential/MA Program	Full Time	Part Time
Multiple Subject Credential Program/MA/Bilingual (Spanish) Authorization Program	Full Time	Part Time

Are you interested in the Spanish Bilingual Program? Yes _____ No _____

Are you bilingual in Spanish? Yes _____ No _____

Are you bi-literate in Spanish? Yes _____ No _____

Appendix H
Teacher Education Pre-Professional Experience Verification Form

Name: _____ Student ID: _____

Documentation of Field Experience

A total of 45 hours is required for admission. You may use one or more of the options below to meet the 45-hour requirement. Please indicate the appropriate option(s) by circling the option number(s). Be sure to attach the required documentation verifying the completion of hours. This form must be signed and submitted by the document deadline.

1	2	3	4
<p>Completion of 45-hours paid experience as a teacher's aide or teacher assistant in an elementary classroom. Minimum of 30-hours must be spent in direct or indirect contact with students. The classroom teacher, site administrator, or district administrator may verify this experience.</p>	<p>Completion of 45-hours as a classroom teacher in an elementary public school as a substitute teacher with a substitute permit, as verified by a district or site administrator.</p>	<p>Completion of 45-hours working as a volunteer. Minimum of 30-hours must be spent in a regular elementary education classroom with a credentialed teacher. The remaining 15-hours may be spent in an elementary level special education or special services classroom (e.g. SDC, ELL, or literacy-focused). The classroom teacher or site administrator may verify this experience.</p>	<p>Successful completion of any preparation for teaching course or courses which have field experience with elementary students. Please note course number(s) and titles(s) as they appear on your transcripts.</p>

Options 1, 2, 3: School Service must have been at the K-8 level and in a public elementary school setting to be considered as pre-professional experience. The number of hours must be signed off by the supervisor/classroom teacher.

School: _____ District: _____

Position: _____ Grade level: _____

Dates of Service: _____

Supervisor/Classroom Teacher Verification:

I (name) _____ certify that the above-name applicant served _____ hours in an instructional capacity (substitute, aide, volunteer, tutor, etc.) as stated above.

Supervisor Signature: _____ Position: _____

Email: _____ Phone: _____ Date: _____

*Note: you may submit district-generated time-sheets in lieu of signature. Timesheets must delineate the time spent in the specific job classification and be signed by the supervising administrator. Please attach time-sheets to this form.

Option 4: Coursework. This option requires fieldwork experience in a K-8 setting as part of our undergraduate coursework as an approved preparation for teaching.

Course (title & number): _____ Semester: _____ College: _____

*Note: Attach transcripts reflecting the completion of each course.

Appendix I MSCP/MA Intern Pathway

Overview

The multiple subject intern program is a partnership between SJSU and the employing partner school district. The terms and agreements of the district/university partnership are detailed in a Memorandum of Understanding (MOU).

The intern program includes a Commission on Teacher Credentialing (CTC) required pre-clinical component that provide candidates with the knowledge and skills required prior to entering the classroom as the teacher of record.

Eligibility

- Potential intern candidates are identified through the candidate screening and interview process. Not every candidate who applies will be chosen as a candidate for the Intern Pathway. Intern-specific qualities and attributes include successful experience in working with children in a variety of capacities, skills, knowledge, and abilities related to teaching independently; and demonstrated readiness to be placed in a classroom as the teacher of record.
- Candidates must have met all application requirements, including successful completion of both the CBEST and Multiple Subject CSET examinations at the time they apply. Candidates must provide evidence of having met the US Constitution requirement as well.
- Candidates who are scheduled to complete their final phase of student teaching and have been offered a teaching position by a school district.
- Candidates who apply to waive the Student Teaching Phase 1 requirement based on past teaching experience and upon approval by the Program Coordinator.

Instructional Settings

Multiple Subject Settings: Intern candidates are authorized to teach in self-contained, teamed or CORE settings (two or more subjects taught to the same group of students) in a public or charter school. Please note that Advisory classes/courses do not qualify as a CORE subject area.

Multiple Subject Intern candidates are **not** authorized to teach in departmentalized settings (e.g., period-by-period scheduling in which candidates teach a single subject to differing groups of students).

Dual Immersion Settings: Bilingual Intern Candidates whose placements require them to teach in Spanish for any portion of the school day must have demonstrated proficiency in Spanish and passed Subtest III of the Spanish CSET (aka as Spanish LOTE III).

Support and Supervision of Interns

The California Commission on Teacher Credentialing requires all credential programs and employing districts to develop a support and supervision plan for the interns they serve. In addition, the Commission has set the following requirements for support and supervision hours to be provided to each intern:

- A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. A minimum of two (2) hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.

- In addition, the intern shall be provided with 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English Language Learners.

Program Disclosures

- The intern program does not secure a teaching position for students. Students must obtain their own contract with a partnership district within the Department’s Designated Supervisory Area.
- Interns are required to fulfill all MSC program requirements and remain in good standing in the program.
- Interns who exhibit dispositions contrary to the program’s goals and mission, and/or do not demonstrate competence in teaching according to the CA Teacher Performance Expectations may be required to exit the intern program.
- Interns are required to fulfill intern-specific program and CTC requirements (including documenting support/supervision hours received from the university and school district and meetings with the on-site support provider (coach)).

Intern Program Application Checklist

	Action Items	Date
1	Attend Intern Program Information Session	
2	Declare as Intern Program Applicant by writing a Personal Statement, discussing the skills, dispositions, and experience that qualify you to be the Teacher of Record of a classroom.	
3	Interview with Program Coordinator	
4	Intern Qualified Memo Issued that can be used as a substitute for a credential in a job search.	
5	Interview with Districts	
6	Job Offer/Contract reviewed by Program Coordinator/Contract Approved	
7	Intern Memo Issued	
8	Apply for Intern Credential with University Credential Office	
9	Return signed Intern Agreement Form to Program Coordinator	

For more information or to apply for the internship program, please, contact the Intern Program Coordinator, Sweeney Hall 301, (408) 924-4077.

Appendix J
Professional Dispositions Remediation Plan

Assessment of Dispositions

The Department uses the following tools to assess each teacher candidate's personal and professional dispositions: Professional Attributes Form; Formative/Summative Assessment Form; Professional Dispositions Plan; and the Performance Assessment for California Teachers (PACT). All California candidates for a preliminary teaching credential must pass a state-approved teaching performance assessment, and PACT is the state-approved performance assessment adopted by the Multiple Subject Credential Program at SJSU.

Date: _____

Candidate: _____ Student ID: _____

Program: _____ Staff/Faculty Member: _____

The Department of Teacher Education at San José State University operates on the assumption that an effective classroom teacher is committed to establishing and maintaining the highest standards of teaching and learning for all children. Teachers must have high expectations for themselves and for the students they teach. We expect all our teacher candidates to cultivate reflective habits of mind. We also believe that our candidates must consider the implications of their actions to make thoughtful decisions that place the interests of their students at the forefront. Our Teacher Education programs prepare TK-12 teachers who can meet current and future challenges. Furthermore, we nurture students who are able to reflect on the diversity and needs of the communities we serve.

The development of appropriate professional dispositions in every student in the single subject and multiple subject credential programs is foundational to his or her preparation to become an effective classroom teacher. This Remediation Plan can be implemented by any stakeholder who plans to help a student become an effective classroom teacher by developing appropriate professional dispositions. This plan is not the student-teaching Improvement Plan.

✓ = Not acceptable performance or behaviors in this area. Please include evidence or a comment about the rating. A blank means either an acceptable performance or behavior or irrelevant to the target concern.

Disposition & Behaviors	Program Placement Coordinator	Faculty or Staff	Evidence or Comment
Commitment to Ethical Conduct			
The candidate adheres to standards of ethical conduct, including academic integrity and confidentiality.			
The candidate interacts effectively with colleagues and other adults and collaborates effectively during group activities.			
The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.			

Emotional Maturity			
The candidate responds to frustration and stress appropriately.			
The candidate is poised and professional in his or her demeanor.			
The candidate is flexible and is able to make adjustments to changing student needs and circumstances.			
Professional Demeanor & Responsibility			
The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, and completes assignments on time.			
Commitment to Reflective Practice			
The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.			
Self-Reflection			
The candidate reflects on and evaluates his or her own behavior and work, considers multiple perspectives of his or her own performance, and recognizes his or her own difficulties or deficiencies and develops potential solutions.			
Commitment to Equity & Social Justice			
The candidate demonstrates respect for students as valued and unique individuals.			
The candidate respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.			
The candidate works to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.			
Problem Solving			
The candidate is an active and effective problem solver in courses, in school, and when interacting with department faculty and staff.			

Commitment to Learning			
The candidate indicates curiosity and interest in learning more about students and content areas.			
The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations and course requirements.			

We understand that this Remediation Plan is proposed because there is evidence of behavior, practice, and/or disposition that might result in the candidate's inability to provide effective learning opportunities for students and appropriate professional conduct toward others. Failure to show demonstrable improvement will result in further action by the department.

Candidate Signature and Date

Staff/Faculty Signature and Date

Nature of the problem/concern:

Expected behavior and plan for improvement:

Deadline Date:

The behavior outlined in this plan must be met by the deadline.