

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

PRECONDITIONS REPORT



CAL POLY

SCHOOL *of* EDUCATION
COLLEGE OF SCIENCE AND MATHEMATICS

Submitted to the California Commission on Teacher Credentialing

March 2018

by

J. Kevin Taylor, Director

805.756.2126 | jktaylor@calpoly.edu

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I. SPECIAL CHARACTERISTICS OF THE INSTITUTION

The School of Education (SOE) is a member of the College of Science and Mathematics at California Polytechnic State University-San Luis Obispo ([Cal Poly](#)). The SOE currently offers six programs that are approved by the California Commission on Teacher Credentialing ([Appendix A](#)):

- Multiple Subject
- Single Subject (Agriculture; English; Mathematics; Science: Biology, Chemistry, Geosciences, Physics; Social Science, World Languages)
- Education Specialist Mild/Moderate
- Administrative Services
- Agriculture Specialist
- Supplementary Authorization in Bilingual Education

Programs currently on hiatus/inactive status include Education Specialist Level II Mild/Moderate (effective August 2010), Counseling & Guidance School Counseling (effective August 2009), and Single Subject Physical Education (currently still approved by the Commission, but not being utilized by Cal Poly). Cal Poly offered an Ed.D. program in Educational Leadership jointly with the University of California at Santa Barbara; this program was suspended effective June 2010.

OVERVIEW OF THE UNIVERSITY

Cal Poly is one of 23 campuses in the California State University ([CSU](#)). Founded in 1901 as a state vocational high school, Cal Poly has evolved into a comprehensive master's-level university, with an identity and [reputation](#) as a polytechnic institution. Nearly 75% of all students graduate in nationally recognized technical and professional programs that are balanced with the arts, humanities, and social sciences. This commitment has been particularly evident in our emphasis on experiential learning, a "[learn-by-doing](#)" approach that is a source of pride to Cal Poly.

In 2010, Cal Poly revised its mission statement to emphasize the theoretical foundations of its learn-by-doing approach and to reflect a commitment to environmental responsibility and a desire to more actively involve students in their own learning:

Cal Poly Mission Statement

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. -- *Approved by President Baker, March 22, 2010*

To foster realization of the University's mission and define the institution's expectations for student learning, Cal Poly adopted seven University Learning Objectives in 2007. The University further defined those expectations with four Diversity Learning Objectives in 2008 (below).

University Learning Objectives (ULO's)

When students graduate from Cal Poly, they should be able to:

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

Diversity Learning Objectives (DLO's)

When students graduate from Cal Poly, they should be able to:

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally.
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities.
- Consider perspectives of diverse groups when making decisions.
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.

OVERVIEW OF THE COLLEGE OF SCIENCE AND MATHEMATICS

In 2009, Cal Poly merged the professional education unit with the College of Science and Mathematics (CSM) to strengthen teacher development academically and operationally. In addition to housing the SOE, the CSM also houses the Center for Engineering, Science and Mathematics Education (CESaME) and the department of Liberal Studies, which provides subject matter preparation to prospective multiple subject teachers.

Although adopted prior to the University mission, the mission of the College of Science and Mathematics expresses similar principles, including a learn-by-doing approach with an intellectual and creative base, openness to new ideas and cultural diversity, and social responsibility:

College of Science and Mathematics Mission

The College of Science and Mathematics promotes the learning, understanding, and appreciation of science and mathematics as a basis for creative endeavors, intellectual pursuits, careers, and critical consideration of issues confronting society. It provides the foundation for the polytechnic curriculum, offers a rich and distinctive general education program, and prepares students pursuing degrees in the College for post-baccalaureate education and careers. An excellent and committed faculty guides Cal Poly-SLO students in developing the interest and capacity for lifelong learning by engaging their curiosities, imaginations, and critical and creative thinking skills. --Approved Fall 2005

OVERVIEW OF THE SCHOOL OF EDUCATION

In 1933, agricultural education became the first formal teacher education curriculum at Cal Poly, incorporating the learn-by-doing approach that continues as a hallmark today. In 1990, the unit changed from a department into the University Center for Teacher Education (UCTE), a center of pedagogy for university and school faculty that focused on new teacher preparation. In 2004, while retaining the “center” concept, the UCTE was renamed the College of Education as it added a joint doctoral (Ed.D.) program (with University of California, Santa Barbara) to its range of credential and master’s program offerings. Then, in 2009, the unit became the [School of Education](#) (SOE) when it merged with the College of Science and Mathematics (CSM). The primary purpose was to develop an innovative model of P-12 educator preparation by more closely linking education, math, and science faculty with school educators on curriculum, instruction, and supervision; applied scholarship; and service to teachers, schools, and the profession.

The purpose of the School of Education has evolved significantly since the institution first began to prepare agriculture teachers in 1933. Most recently revised in 2007, the SOE vision focuses on the School’s preparation of professional educators in today’s society, and the SOE’s mission reflects and extends the University’s principles of inquiry, collaboration, equity, and pluralism into the expectations for practice as well as the preparation of education professionals:

School of Education Vision

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society. --*Approved February 1, 2007*

School of Education Mission

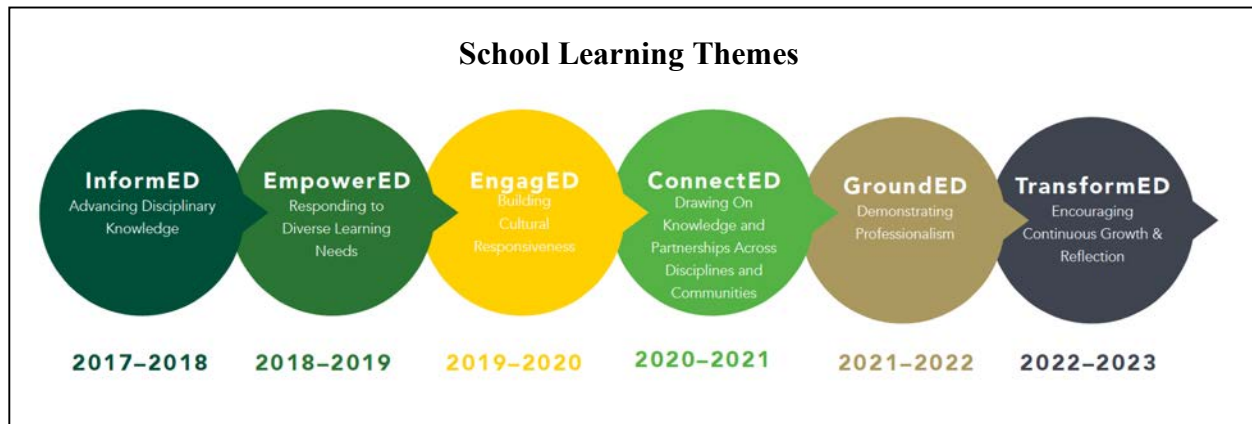
The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with education partners: P-12 schools, families, community Schools, universities, and local, state, and national agencies. --*Approved February 1, 2007, Modified 2016*

In 2017, the SOE engaged in a comprehensive unitwide reflection of its assessment practices to identify strengths and weaknesses, streamline competing efforts, and respond to identified needs that emerged in conversations with each program and in an Employee Engagement and Satisfaction survey. During this process, the SOE recognized that its six School Learning Objectives (SLOs) did not capture the reality of current practices in the SOE. Several programs needed to revise their Program Learning Objectives (PLOs) as part of an effort to elevate our master’s specializations to standalone degrees, or as to maintain alignment with new TPEs and standards from the CTC. Additionally, the SOE recognized that stringent Learning Objectives were creating ‘Learning Objective overload’ as faculty struggled to balance and integrate Cal Poly’s University Learning Objectives (ULOs), Diversity Learning Objectives (DLOs), PLOs, and SLOs with the standards that are more widely adopted and accepted by accrediting agencies and professional organizations in the field of education.

In order to create intentionality and efficiency across these many objectives, the SOE revised its SLOs as broader ‘shared themes.’ The goal of these shared themes is to broadly capture the umbrella of essential principles across the SOE, and Cal Poly. These themes are not designed to be measurable. Rather, they are a common lens for

anchoring dialogue, professional development and PLO driven inquiry and assessment projects across the SOE. With this overarching framework in place, each program is now more empowered to develop and focus on measurable PLOs that reflect the standards and practices of their discipline.



II. MATRIX OF ACTIVE PROGRAMS OFFERED BY CAL POLY-SAN LUIS OBISPO

Credential Program	Delivery Model	Location	Current Enrollment Fall 2017	Completers 2016-17
Multiple Subject Credential – Preliminary Multiple Subject Teaching Credential	Traditional	Main Campus	66	75
Single Subject Credential – Preliminary Single Subject Teaching Credential: Agriculture, Biology, Chemistry, English, Geosciences Mathematics, Physics, Social Sciences, and World Languages	Traditional	Main Campus	76	79
Education Specialist Credential – Preliminary Mild/Moderate Disabilities Credential	Traditional	Main Campus	20	14
Administrative Services Credential – Preliminary Administrative Services Credential	Traditional (Intern available, but not in use currently)	Main Campus	22	41 (2 cohorts)
Agriculture Specialist Credential – Clear Agriculture Specialist Instruction Credential (offered through the CAFES)	Traditional	Main Campus	9	16
Supplementary Authorization - Bilingual Education	Traditional	Main Campus	15	7

III. RESPONSE TO PRECONDITIONS FOR ALL ACTIVE PROGRAMS

A. GENERAL PRECONDITIONS ESTABLISHED BY THE COMMISSION

Pursuant to Education Code §44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

(1) ACCREDITATION AND ACADEMIC CREDIT.

The program(s) must be operated by

(a) Institutions of higher education: A college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

(b) School districts or other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

The School of Education is applying to the California [Commission on Teacher Credentialing](#) for **continuing accreditation** for its professional educator preparation programs operated by California Polytechnic State University San Luis Obispo. Cal Poly is fully accredited by the [Western Association of Schools and Colleges \(WASC\)](#), last reaffirmed in 2012 for 10 years to 2022. Cal Poly completed WASC mid-cycle review in 2017 with notable praise ([Appendix B](#)).

Cal Poly has authority to grant baccalaureate and master's degrees. Cal Poly offered an Ed.D. program in Educational Leadership jointly with the University of California at Santa Barbara; this program was suspended effective June 2010.

Included Evidence:

- Reaffirmation of WASC Accreditation 2012-2022, together with letter of findings from Mid-Cycle review in 2017 in [Appendix B](#).

(2) ENROLLMENT AND COMPLETION.

Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

- completes the program;*
- withdraws from the program;*
- is dropped from the program based on established criteria; or*
- is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.*

In the event the program closes, a teach out plan which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

All accredited SOE programs operate on a cohort model in which students move through the program on a tightly controlled progression (typically 3-4 quarters). All candidates participate in the cohort until they complete the program, withdraw from the program, are dropped from the program based on established criteria, or elect to transfer to another approved program.

The SOE Teach Out Plan fully adheres to CSU policies for discontinuation of programs, which require allowance of a reasonable time for all students enrolled in the program at the time of discontinuation to complete the requirements for the degree. In the event that an SOE program needs to close, the Director of the SOE will work closely with the program coordinator, the Dean, and the Provost to ensure the continuation of the program to allow reasonable time for all enrolled students to: (a) complete the program, (b) elect to withdraw from the program, (c) be dismissed from the program for cause, or (d) elect to transfer to another approved program that is more appropriate to the

candidate's educational path. By submission of this Preconditions report to the CTC, the Director of the School of Education affirms his commitment to this Teach Out Plan, and his understanding that enrolled candidates must be able to complete the program even if the program plans to close. The Director further affirms his understanding of full support for this Teach Out Plan from the Dean and the Provost of the institution.

There are no plans to close any of our current programs. We have strong enrollment and full support of our administration.

Included Evidence:

- Table of enrollment and completion (embedded above).

(3) RESPONSIBILITY AND AUTHORITY.

To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

(b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.

(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

The Director of the School of Education is responsible for ongoing oversight of all educator preparation programs offered at Cal Poly. The Director has institutional leadership, oversight for all credential programs, and authority to designate institutional resources for SOE programs. The Director reports to the Dean of the College of Science and Mathematics, the academic unit that houses the School of Education. Both the Director and the Dean report to the Provost and President of the university. An organizational chart of the School of Education and its association with the larger University is included in [Appendix C](#).

Program-level coordinators report directly to the Director of the School of Education. The program coordinator for the Agriculture Specialist Instruction Credential reports directly to the Dean of the College of Agriculture, Food, and Environmental Sciences and serves as content advisor on the Single Subject Committee in the School of Education ([Appendix C](#)).

The School of Education Governance Document outlines how program coordinators interact with the SOE Director ([Appendix D](#)).

Evaluation of credential candidates and submission of credential recommendations are provided solely by Cal Poly SOE Credential Office, with final authority and oversight for recommendations entrusted to the Credential Analysts (under supervision of the SOE Director) who will always be current employees of the Cal Poly SOE ([Appendix C](#)).

Included Evidence:

- Org. Chart of the School of Education and association with Cal Poly in [Appendix C](#).
- Roles and responsibilities of Cal Poly Credential Office Staff in [Appendix C](#).
- Descriptions of SOE Governance Structure in [Appendix D](#).

(4) LAWFUL PRACTICES

To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Cal Poly does not discriminate in admission or access to, or treatment or employment in, its programs and activities, including intercollegiate athletics. Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and Federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, sexual orientation, color, gender identity, ethnicity, marital status, national origin, physical disability, age, mental disability, religious, medical condition, sex, and veteran status (as defined by the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, as amended). For Cal Poly's full [Policies On The Rights & Responsibilities of Individuals](#) (applicable to **both** employees of the organization and candidates of programs), see [Appendix E](#). For additional policies related to [Equal Opportunity Employment](#), please see published documentation on Cal Poly's website.

Included Evidence:

- Cal Poly Policy on Rights and Responsibilities of the Individual in [Appendix E](#).
- Link to published documentation on [Equal Opportunity Employment](#).

(5) COMMISSION ASSURANCES

To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

Cal Poly SOE is firmly committed to the values of assessment and continuous program improvement. Accordingly, Cal Poly SOE fulfills all applicable standards for program quality and effectiveness that have been adopted by the Commission. Cal Poly cooperates in every aspect of the evaluation of its programs, including site visits and monitoring by Commission staff and delegates, and requests for additional information. Cal Poly participates fully in the Commission's accreditation system and timely submission of accreditation documents. Compliance with standards and accreditation monitoring are led on a day-to-day basis by the Coordinator for Assessment & Accreditation with final authority given to the Director of the School of Education. By submission of this Preconditions report to the CTC, the Director of the School of Education affirms his agreement with these assurances.

Included Evidence:

- Roles and responsibilities of Cal Poly Assessment & Accreditation Coordinator in [Appendix C](#).
- Descriptions of SOE Governance Structure in [Appendix D](#).

(6) REQUESTS FOR DATA

To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

Cal Poly fully cooperates with the California Commission on Teacher Credentialing (CTC) to ensure all requests for program, unit, and institutional data are responded to in a timely manner. The Director of the SOE is Cal Poly's officer in charge of reporting and responding as thoroughly and promptly as possible to all inquiries and requests made by the CTC, with supporting documentation and data frequently provided by the Coordinator for Assessment & Accreditation, the Credential Office Staff, the SOE Information Services Director, and the faculty coordinators of various accredited programs.

Cal Poly SOE participates in submission of Annual Data Reports through the Accreditation Data System, with program delegate reporting authority entrusted to the Assessment & Accreditation Coordinator.

By submission of this Preconditions report to the CTC, the Director of the School of Education affirms his assurance of his responsibility to check contact information listed on the Commission's approved programs page and to make any necessary updates at least on an annual basis.

Included Evidence:

- Roles and responsibilities of SOE Staff in [Appendix C](#).
- Descriptions of SOE Governance Structure in [Appendix D](#).

(7) VERACITY IN ALL CLAIMS AND DOCUMENTATION SUBMITTED.

To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

The Director of the School of Education, as representative for Cal Poly in oversight of all educator preparation programs, does hereby affirm veracity and assume responsibility for all statements and documentation submitted to the Commission. Additionally, as per Cal Poly policy, all documents submitted to the Commission as part of accreditation or formal review are provided to the CSM Dean's Office and to members of the Cal Poly Academic Affairs unit (under direction of the provost) with the opportunity to review for institutional accuracy prior to submission. By submission of this Preconditions report to the CTC, the Director of the School of Education affirms his agreement with these assurances.

(8) GRIEVANCE PROCESS.

To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.

Cal Poly has a universitywide Student Grievance process that is published online at [Cal Poly Academic Standards](#). In 2017-2018, the SOE amended its Student Grievance Process to include a pre-step that provides students with an option for resolution within the department, prior to triggering a formal Cal Poly Grievance process:

SOE Student Grievances

The SOE offers students a variety of opportunities to share feedback and address concerns about the SOE, its programs, and the Clinical Practice experience. The SOE Student Grievance process is designed to support and empower students to resolve issues within the unit, before triggering a full Cal Poly grievance process. If the SOE Student Grievance process does not resolve an issue, students are encouraged to utilize the campus resources under the Cal Poly Student Grievance process. (Amended 2017-2018)

- **General Feedback** – Students in the School of Education are given regular opportunity to share concerns through quarterly Climate Surveys and evaluations. These surveys and evaluations are an opportunity to provide feedback to the SOE for the purpose of improving elements of our programs. They are not designed to address time sensitive issues or individual student-instructor relationships. Students should be aware that every attempt is made to protect their anonymity, however the entirety of comments and feedback provided in these surveys and evaluations **may be** shared with SOE faculty and staff.
- **Academic/Grade/Dismissal Grievances** – Students are encouraged to discuss academic, grading, and dismissal related issues with the appropriate **Program Coordinator**. If the Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Clinical Practice Experience Grievances** - Students with concerns about the Clinical Practice experience (such as Cooperating Teacher or Clinical Practice Supervisor placements) are encouraged to direct those concerns in writing to the **Clinical Practice Coordinator**. The Clinical Practice Coordinator will record and monitor the recurrence of concerns, communicate with Program Coordinators and Clinical Practice personnel, and facilitate in determining if urgent issues require immediate resolution. If the Clinical Practice Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Appeal to the SOE Director** – Any concerns or grievances that cannot be addressed within the programs may be appealed to the SOE Director in writing. The SOE Director will review the appeal request, schedule meetings as appropriate, and provide a written response with the final determination of the unit. Student meetings with the SOE Director **should not** be scheduled without first submitting a written request for an appeal.

Cal Poly Student Grievances

The University provides students with a variety of mechanisms to address student grievances or concerns. In all such matters, the University encourages students to attempt to resolve their grievances or concerns at the source of the issue (i.e., with the professor, department chair or administrator, or college associate dean). The Office of Student Rights and Responsibilities, at 805.756.2794 is available to any campus community member to assist with identifying and clarifying appropriate campus policies and procedures for addressing student grievances or concerns. For general questions about grievances, contact the Office of Student Rights and Responsibilities, at 805.756.2794. The following list contains the offices or programs designated to address the more common student grievances at the University:

- **Grade Grievances** – The Fairness Board: Contact the Academic Senate Office, 805.756.1258 (See University Policies ([http:// catalog.calpoly.edu/universypolicies](http://catalog.calpoly.edu/universypolicies)) page for more detail on the functions of this Board)
- **Individual Student Misconduct** – Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs ([http:// catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs](http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs)) page for more detail on the functions of this office)
- **Student Club Misconduct** – Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs ([http:// catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs](http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs)) page for more detail on the functions of this office)

The updated Grievance Process has been included with the SOE Dismissal Process in the Program Handbook for each accredited program. These handbooks are distributed to students through orientation meetings and orientation emails upon matriculation, depending on the needs of each program.

When amended this year, the updated Student Handbooks, including the revised Student Grievance Process, were provided to all currently enrolled students via email from the Director of the SOE.

Student Handbook Updates from SOE (SSTEP)

SA SOE Assessment Coordinator

Monday, February 12, 2018 at 2:20 PM

Show Details

SSTEP Handbook -...
812.8 KB

Download All Preview All

CAL POLY
School of Education

Dear Single Subject Program Candidates;

The Cal Poly School of Education is providing you with an updated copy of the **Single Subject Program Student Handbook**.

Each program in the SOE develops and maintains a Student Handbook to support the values of transparency and open communication in all of our processes. The handbooks include program, unit, and university level policies and processes related to academic expectations, Clinical Practice participation, and student rights and responsibilities. These handbooks are provided to all students upon enrollment via orientation meetings and onboarding emails. When significant revisions are made to Student Handbooks, we routinely provide all students with updated copies.

As part of our SOE commitment to continuous program improvement, we are continually reviewing our standing policies and our communication practices. The SOE Coordinating Council recently voted to approve some recommended clarifying language for inclusion in the handbooks. At this time, these amendments are **clarifying language only** and **do not substantively change any policies** of the program in which you enrolled. We are providing the revised handbook to you via this email.

The SOE is also working to fully review and revise all our Student Handbook policies, to take effect in the 2018-2019 academic year. If you have recommendations or feedback for policies that should be changed or clarified, please feel free to share your input with our Assessment Office by responding to this email.

All the best for continued success in your studies!
Sincerely,
J. Kevin Taylor, Director – Cal Poly SOE

Included Evidence:

- SOE Grievance process, embedded above
- Link to Cal Poly Grievance Process, published online at [Cal Poly Academic Standards](#)
- Evidence of email disseminating revised Student Handbook

(9) FACULTY AND INSTRUCTIONAL PERSONNEL PARTICIPATION.

All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

School of Education faculty members, both those involved in the preparation of credential candidates and those who teach in graduate programs, are actively involved with P-12 schools located primarily throughout San Luis Obispo, southern Monterey, and northern Santa Barbara Counties. Faculty in the Single Subject-Agriculture and Agriculture Specialist programs are actively involved in secondary schools that offer Agriculture programs throughout California.

Common faculty activities include fieldwork supervision of student teachers and administrative candidates; facilitation of professional development opportunities for local and state-wide educators; grant and scholarly collaborations among faculty and P-12 educators through our Bechtel and TQP grant projects; and participation in faculty, parent, and community organizations.

A summary of active faculty participation in public elementary or secondary schools and classrooms at least once every 3 academic years is presented in [Appendix F](#), and more detailed information of can be found in faculty vitae (available upon request). Additionally, the Director and Dean, through the [University's Retention, Promotion, and Tenure](#) process, regularly collect and review information from full-time and part-time faculty about their participation in K-12 school activities.

Included Evidence:

- Table of SOE faculty and instructional personnel participation in public elementary or secondary schools and classrooms in [Appendix F](#).

(10) COMMUNICATION AND INFORMATION.

To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

Cal Poly SOE maintains a comprehensive website for the unit, which includes clear, public information about admissions processes, admissions requirements, and program completion requirements for each program.

In addition to this readily available public information, all candidates participate in regular progress checks and evaluations regarding their progress toward program completion during the STEP I and STEP II applications.

Included Evidence:

- Examples and links to [SOE Website \(http://soe.calpoly.edu\)](http://soe.calpoly.edu) and published information on admissions and program completion (embedded below).
- Examples of student evaluations and progress monitoring in the STEP I and STEP II applications in [Appendix G](#).

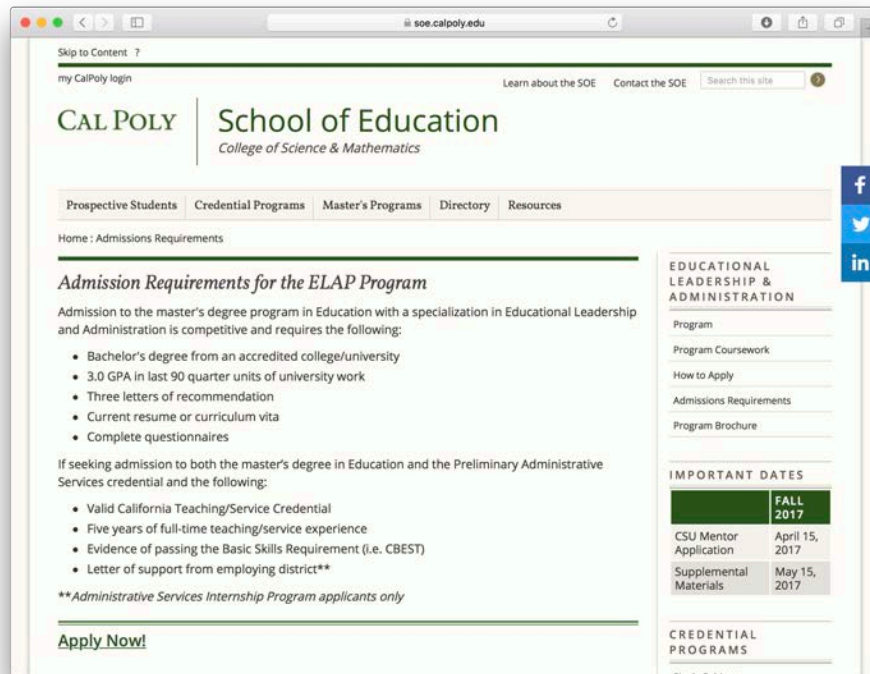


IMAGE OF SOE WEBSITE AS OF 10/2017

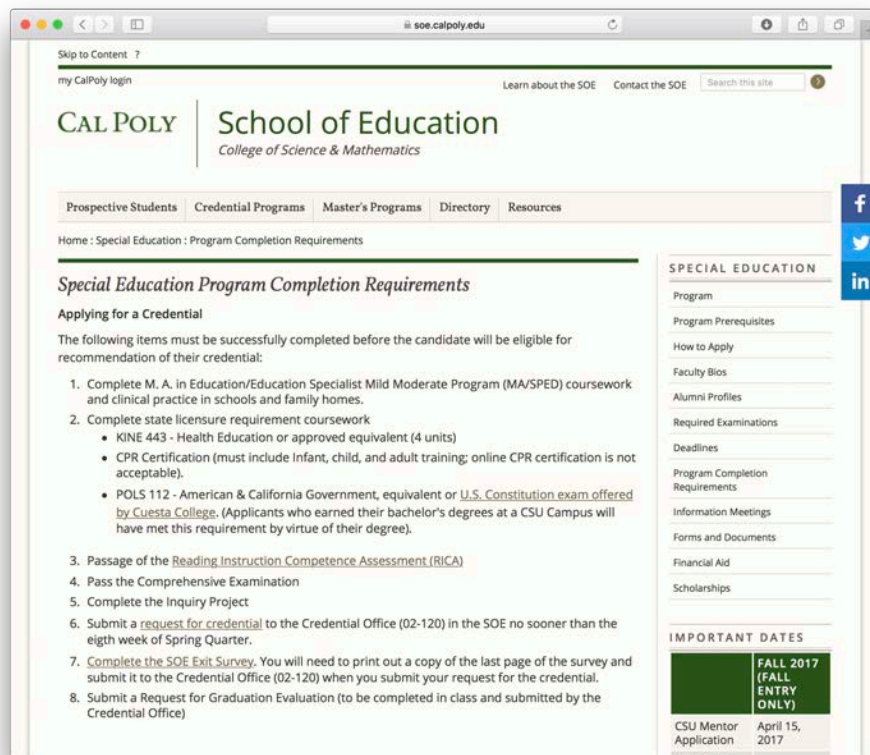


IMAGE OF SOE WEBSITE AS OF 10/2017

(11) STUDENT RECORDS MANAGEMENT, ACCESS, AND SECURITY.

To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy. Institutions will provide verification that:

(a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.

(b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).

(c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

All SOE records are maintained consistent with the Cal Poly records management and information security policies.

Cal Poly students and graduates have access to their official academic records and transcripts through the office of the Cal Poly Registrar. Students and graduates can also view their unofficial academic records and progress through the online My Poly Portal system (image below).

Students have access to view their credentialing records (such as submitted supplemental documents, credential evaluations, and program completion) through visit or request to the Cal Poly SOE Credentialing Office.

The SOE Credential Office maintains digital records and checklists for all students in the MS/SS programs, which are stored in a database server in Cal Poly's secure data center.

The SOE Credential Office maintains physical records and checklists for all credential candidates in accredited programs. These physical records are kept on file in the Credential Office during enrollment. Access to the Credential Office files is limited to staff with an 'E' key – Credential Office staff (3), Human Resources staff (1), the Information Officer and the Director. Upon program completion, the files are moved to a secure file room in locked filing cabinets with access limited to Credential Office staff. Credentialing files are shredded after 7 years.

The screenshot displays the PolyProfile Student Information System interface. At the top, there is a navigation bar with links: Skip to Content, Current Students, Prospective Students, Parents, Business Community, Faculty & Staff, and Alumni. Below this is a search bar and a "my CalPoly login" link. The main header features the Cal Poly San Luis Obispo logo and the PolyProfile Student Information System title. A secondary navigation bar includes links: Registrar Home, Student Information Center, Calendars & Deadlines, Contact Information, Forms, and a search box. The main content area is titled "New Search" and lists several sections: Personal Information, Contact Information, and Enrollment Summary (Unofficial). The Enrollment Summary (Unofficial) section is expanded, showing two tables: EXED and PBAC. The EXED table shows academic records for Summer Quarter 2016, CPSLO Cumulative, and Higher Ed Cumulative. The PBAC table shows academic records for Spring Quarter 2016, Fall Quarter 2016, Winter Quarter 2017, Spring Quarter 2017, CPSLO Cumulative, and Higher Ed Cumulative. A right-hand menu lists various options: New Search, Higher Ed Credits Detail, Test Credits Detail, GPA Calculator, StrengthsQuest Themes, Print Page, Sign Out, and a list of sections including Personal Information, Contact Information, University Memorandum, Additional Higher Ed Credits, Test Credits, Degrees Conferred, Career Program Plans, Change of Major Agreements, Academic Progress, Enrollment Summary, Enrollment History, and Planned Courses.

TERM	UNITS ATT	UNITS EARNED	UNITS GRADED	GRADE POINTS	GPA	POINTS DEFICIENT	ACAD STND	DEAN'S LIST
Summer Quarter 2016	1.00	1.00	0.00	0.00	0.000			
CPSLO Cumulative:	1.00	1.00	0.00	0.00	0.000	Through the end of Summer Quarter 2016		
Higher Ed Cumulative:	1.00	1.00	0.00	0.00	0.000			
GPA Calculator								

TERM	UNITS ATT	UNITS EARNED	UNITS GRADED	GRADE POINTS	GPA	POINTS DEFICIENT	ACAD STND	DEAN'S LIST
Spring Quarter 2016	5.00	5.00	0.00	0.00	0.000			
Fall Quarter 2016	19.00	19.00	15.00	60.00	4.000			
Winter Quarter 2017	12.00	12.00	3.00	12.00	4.000			
Spring Quarter 2017	17.00	17.00	4.00	16.00	4.000			
CPSLO Cumulative:	53.00	53.00	22.00	88.00	4.000	Through the end of Spring Quarter 2017		
Higher Ed Cumulative:	53.00	53.00	22.00	88.00	4.000			
GPA Calculator								

Included Evidence:

- Image of My Poly Portal student view of unofficial academic records (embedded above).
- Links to [Cal Poly Transcript Request policy](#), [Cal Poly Record Retention and Disposition Standards](#), [Cal Poly Information Security policies and standards](#), [Cal Poly Public Records Request compliance policy](#),
- Samples of Credential Office records, checklists and online database in [Appendix G](#).

(12) DISCLOSURE

Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.

Prior to the 2017-2018 academic year, the Cal Poly School of Education used no outside organizations to provide direct educational instruction (excepting occasional guest speakers who may have delivered a lecture or workshop in collaboration with, and under supervision of, our SOE faculty as part of one of their courses). Cal Poly candidates participate in the edTPA administered by Pearson to fulfill performance assessment requirements.

For the 2017-2018 academic year, the School of Education is disclosing its intention to pilot two new co-requisite requirements for the Single Subject Teacher Education Program. These co-requisites will both be provided by external organizations and have been selected to enhance the 21st century preparedness and professionalism of our candidates, as well as to address some TPEs and Standards set forth by the CTC.

Cal Poly will pilot these co-requisites in the 2017-2018 school year in the Single Subject Teacher Education Program, while engaging in a thoughtful evaluation of the impact and added value of these programs with a view to determining whether to continue and/or expand these co-requisites. If these pilots are successful and result in student mastery of the relevant standards, these pilots may become permanent co-requisites of the program and may be expanded to other programs.

Google Level 1 Educator Training: Students in the Single Subject Teacher Education Program will be required to complete Google Educator Level 1 Training, and to attempt the Google Level 1 Educator Certification exam (at a personal cost of \$10). Students have been informed of this pilot co-requisite as of September 2017, and will be expected to provide evidence of completing the training and attempting the examination as part of their final credential evaluation upon completion of the program.

Google Level 1 Educator Training includes 12 hours of online lessons around topics such as using technology in the classroom; bringing activities and student work online; measuring, understanding and sharing student growth; teaching students online skills; promoting digital citizenship and positive online behavior for students; and facilitating group work through Google tools. The training can be completed more rapidly, depending on the experiences and needs of the trainee. The Cal Poly SOE has identified alignment between the Google Level 1 Educator Training and CTC Standards 1.2, 3.4, 2.7, 3.8, 4.6, 4.8, 5.2, 5.4, 5.5, 6.3, and 6.6. Additionally, Google Level 1 Educator Certification is highly desired by many local school districts and prospective employers, who emphasize STEM, technology integration, and real-world-readiness in the classroom. Because the Google Level 1 Educator Training is closely aligned to CTC standards **AND** because it will greatly improve the preparedness of our future teachers, we feel this is an appropriate external source for educational delivery.

Mandated Reporter Training: Students in the Single Subject Teacher Education Program will be required to complete Mandated Reporter training provided by the Chadwick Center for Children & Families. The Chadwick Center is a nationally recognized child advocacy and trauma treatment center that provides several state and federally funded trainings and services. The Chadwick Center is a fully accredited member of the National Children's Alliance and the National Child Traumatic Stress Network. The Mandated Reporter training provided through the center is funded and developed in partnership with the California Department of Social Services, Office of Child Abuse Prevention. The Center offers trainings that are compliant with AB1207 for Child Care Workers and

AB 1432 for School Personnel. The SOE has identified alignment between the Mandated Reporter training and CTC Standard 2.4 and 6.6.

The Mandated Reporter Training includes 90-180 minutes of online lessons, coupled with a final examination requiring a passing score of 80% or higher. Students have been informed of this pilot co-requisite as of September 2017, and will be expected to provide evidence of completing and passing the Mandated Reporter examination as part of their final credential evaluation upon completion of the program.

Included Evidence:

- Link to [Google Level 1 Educator Training topics](#)
- Link to [Mandated Reporter Training provided by the Chadwick Center](#)

B. PRECONDITIONS FOR MULTIPLE AND SINGLE SUBJECT PROGRAMS

Cal Poly's Multiple Subject and Single Subject programs are offered through the School of Education. All Single Subject and Multiple Subject candidates complete the program as post-baccalaureates who are enrolled in the SOE.

Candidates in the Multiple Subject Credential Program come mainly from a Bachelor of Science Liberal Studies major that is housed in the College of Science and Mathematics. The balance of Multiple Subject candidates enter the program as post-baccalaureates after completing other undergraduate degrees.

The Single Subject program spans collaboration across multiple colleges: Mathematics and Science (Biology, Chemistry, Geosciences, Physics) in the College of Science and Mathematics; English, Social Science, and World Languages in the College of Liberal Arts; and Single Subject-Agriculture in the College of Agriculture, Food, and Environmental Sciences. In each of these cases, candidates are enrolled in the SOE, which offers the program in collaboration with the content area department.

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

(1) LIMITATION ON PROGRAM LENGTH.

The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b) (3).

Multiple Subject Program: Post-baccalaureate candidates typically complete their professional education coursework and student teaching within 3 or 4 quarters. Candidates matriculating from the Liberal Studies bachelor's degree complete pre-requisites as undergraduates, while candidates without a Liberal Studies degree may enroll in pre-requisites while applying to the MS program. The study plan listed below shows one possible schedule, where full-time enrollment can lead to the completion of the credential program within three quarters.

Pre-Requisites	Quarter 1	Quarter 2	Quarter 3
EDUC 207 – Children's Learning & Development in Educational Settings (4 units)	EDUC 429 – Learning to Teach K-8 Literacy in Schools with Diverse Populations (4 units)	EDUC 431 – Learning to Teach K-8 Social Studies with Diverse Populations (4 units)	EDUC 450 – Teaching Performance Assessment Seminar (1 unit)
EDUC 300 – Introduction to the Teaching Profession (3 units)	EDUC 435- Learning to Teach K-8 Mathematics with Diverse Populations (4 units)	EDUC 440 – Educating Individuals with Exceptional Needs (4 units)	EDUC 456 – Clinical Practice III (12 units)
EDUC 427 – Theories, Methods, and Assessment for First and Second Language Acquisition (4 units)	EDUC 436 – Learning to Teach K-8 Science with Diverse Populations (4 units)	EDUC 454 – Clinical Practice II (8 units)	EDUC 457 – Clinical Practice Seminar III (3 units)
EDUC 428 – Foundations of K-8 Literacy Teaching & Learning in Schools with Diverse Populations (4 units)	EDUC 450 – Teaching Performance Assessment Seminar (1 unit)	EDUC 455 – Clinical Practice Seminar II (3 units)	
	EDUC 438 – Clinical Practice I (4 units)	KINE 310 – Concepts and Applications in Elementary Physical Education – <i>Non Liberal Studies Majors only</i>	
	EDUC 439 – MS Clinical Practice Seminar I (2 units)		

Single Subject Program: Professional preparation courses for the Single Subject Credential Program are divided across 3 quarters, plus 1 unit of early start coursework and fieldwork in the summer quarter preceding the program. The study plan listed below shows one possible schedule, where full-time enrollment can lead to the completion of the credential program within three quarters.

Pre-Requisites	Fall Quarter	Winter Quarter	Spring Quarter
<p>EDUC 300 or SCM 300</p> <p>ENGL 361 if applying for a Single Subject credential in English</p> <p>Minimal early start coursework or fieldwork may be required in the summer quarter preceding the program (allowing students to start the program with the start of K-12 schools).</p>	<p>EDUC 412 – Access to Learning in a Pluralistic Society (4 units)</p> <p>EDUC 414 – Curriculum and Inquiry in Public Schools (4 units)</p> <p>EDUC 418 – Culturally Responsive Teaching in Diverse Classrooms (3 units)</p> <p>EDUC 460 – Clinical Practice I (4 units)</p> <p>Discipline Specific Methods Course – ENGL 424, MATH 424, PSC 424, HIST 424, MLL 424 (4)</p>	<p>EDUC 416 – Literacy, Language and Culture in the Content Areas (3 units)</p> <p>EDUC 469 – Clinical Practice II (8 units)</p> <p>Discipline Specific Seminar Course – ENGL 425, MATH 425, PSC 425, HIST 425, MLL 425 (1-2 units)</p>	<p>EDUC 410 – Social Historical and Ethical Perspectives on Teaching and Learning (4 units)</p> <p>EDUC 479 – Clinical Practice III (12 units)</p> <p>Discipline Specific Seminar Course – ENGL 425, MATH 425, PSC 425, HIST 425, MLL 425 (1-2 units)</p>

To facilitate concurrent enrollment in the Ag. Specialist program, Single Subject-Agriculture candidates follow a different model for Clinical Practice, Methods, and Seminar courses. Candidates are placed for a semester at a California public school sites that offer agriculture programs, often outside the local area, following the school's calendar. Candidates enroll in [AGED 440](#) (student teaching) along with a monthly seminar ([AGED 441](#)) where candidates return to campus. Student teaching supervision is done by AGED department faculty and the cooperating teacher(s).

Included Evidence:

- Program coursework tables (embedded above)
- **2017-2019 Cal Poly Catalog** descriptions for all EDUC courses are listed in [Appendix I](#).

(2) LIMITATION ON STUDENT TEACHING PREREQUISITES.

No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7.
Reference: Education Code Section 44320 (a).

Clarification of Program Precondition 2 - Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

Multiple Subject Program: Multiple Subject candidates begin 2 days of fieldwork experience in EDUC 438 – Clinical Practice I immediately upon start of the program.

Prior to beginning formalized student teaching in EDUC 454 and 456 (Clinical Practice II and III), candidates must successfully complete three of the four required methods courses (EDUC 429, 435, 436) for a total of 12 quarter units (8 semester units equivalent). English language development and teaching for diverse populations is embedded throughout these methods courses and all professional preparation coursework.

Additionally, prior to beginning CPII and CPIII student teaching, candidates must submit a STEP II/B application.

Single Subject Program: Single Subject candidates begin fieldwork/practicum experience in EDUC 460 – Clinical Practice I immediately upon start of the program.

Prior to beginning formalized student teaching in 469 and 479 (Clinical Practice II and III), candidates must complete all Quarter 1 courses (EDUC 412, 414, 418, content specific methods ENGL 424, HSS 424, MTH 424, PSC 424) for a total of 15 quarter units (equivalent 10 semester units). English language development and culturally responsive teaching are emphasized in EDUC 418, and embedded throughout candidates' professional preparation coursework.

Additionally, prior to beginning CP II and CP III student teaching, candidates must submit a STEP II/B application.

To facilitate concurrent enrollment in the Ag. Specialist program, Single Subject-Agriculture candidates follow a different model for Clinical Practice, Methods, and Seminar courses. This curriculum currently includes AgEd-350 Early Field Experiences in Agriculture Education, and AgEd 440 – Student Teaching in Agricultural Education in lieu of EDUC 460, 469 and 470. Effective with the incoming cohort in fall 2018, the concurrently enrolled Single Subject-Agriculture candidates will follow a cohort model more similar to other Single Subject students and will begin a fieldwork/practicum experience in EDUC 460 – Clinical Practice I immediately upon start of the program.

Included Evidence:

- Program coursework tables (embedded above)
- **2017-2019 Cal Poly Catalog** descriptions for all EDUC courses listed in [Appendix I](#).

(3) ENGLISH LANGUAGE SKILLS.

In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.

Multiple Subject Program: The Multiple Subject program prepares candidates to teach in culturally and linguistically diverse settings. All methods coursework (EDUC 429, 431, 435, 436) and at least one of the student teaching placements (EDUC 438/454 or 456) include opportunities to demonstrate knowledge of alternative methods of developing English language skills.

English language skills are also meaningfully developed in 2 pre-requisite courses: EDUC 427 – Theories, Methods, and Assessment for First and Second Language Acquisition and EDUC 428 – Foundations of K-8 Literacy Teaching & Learning in Schools with Diverse Populations (4 units).

Single Subject Program: English language development is embedded throughout Single Subject candidates' professional preparation coursework. Two courses particularly emphasize instruction of diverse students, including English language learners: EDUC 418 – Culturally Responsive Teaching in Diverse Classrooms (3 units) and EDUC 416 – Literacy, Language and Culture in the Content Areas (3 units).

Included Evidence:

- Program coursework tables (embedded above)
- **2017-2019 Cal Poly Catalog** descriptions for all EDUC courses listed in [Appendix I](#).

(4) UNDERGRADUATE STUDENT ENROLLMENT.

Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: Education Code Section 44320 (a).

Clarification of Program Precondition 4: Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

At Cal Poly, our MS/SS preparation programs are post-baccalaureate programs. They are not undergraduate programs. Therefore, when undergraduate students inquire with an interest in enrolling in any of our educator preparation coursework, we generally advise an undergraduate student to consider enrolling in the designated undergraduate pre-requisite courses (EDUC 207, 300, 427, and 428) rather than any of the post-baccalaureate course offerings which might not be appropriate to an undergraduate student.

However, per the Ed Code, and guidance received from Cheryl Hickey via email (dated 11/16/2017), Cal Poly SOE fully understands our legal imperative to allow any suitably qualified undergraduate student to enroll in any of our MS/SS preparation courses if a student so desires, and has met all prerequisite requirements.

Included Evidence:

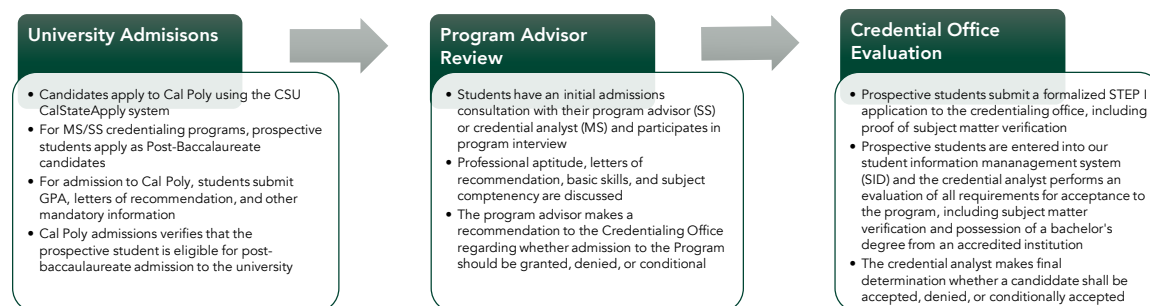
- **2017-2019 Cal Poly Catalog** descriptions for all EDUC courses listed in [Appendix I](#).

(5) PROGRAM ADMISSION

The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- 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 having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

The application to all Cal Poly SOE accredited credentialing programs is a three-part process:



Both the MS and SS programs require subject matter competency as necessary for admission to the program. Students must provide evidence of subject matter competency during the initial admissions consultation with the program advisor, and when completing the formal STEP I application for admission to the program.

If a prospective student has not completed subject matter competency, they may demonstrate evidence of having attempted or registered for the subject matter examination, or of making progress toward completion of a Commission approved subject matter preparation program and be granted conditional admission.

Full admission to the program is not awarded until subject matter competency is completed and verified, either through passage of the appropriate subject matter examination or through completion of a Commission approved subject matter preparation program.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation from SID management system (revised as of Fall 2017) in [Appendix G](#).

(6) SUBJECT MATTER PROFICIENCY.

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. Reference: Education Code Sections 44259 (b) (5).

- *For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.*
- *For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.*

As stated above, both the MS and SS programs require subject matter competency as necessary for admission to the program. Students must provide evidence of subject matter competency when completing the formal STEP I application for admission to the program. Students may be conditionally admitted while awaiting final verification of subject matter proficiency. However, as part of the conditional admission, students are made aware that Subject Matter Proficiency is a requirement prior to student teaching.

MS candidates, additionally, complete the STEP II application (application for student teaching) prior to the beginning of their second quarter of enrollment, which includes providing evidence of passage of RICA.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation from SID management system (revised as of Fall 2017) in [Appendix G](#).

(7) COMPLETION OF REQUIREMENTS.

A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

- *Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution*
- *Completion of Basic Skills Requirement*
- *Completion of an accredited professional preparation program*
- *Completion of the subject matter requirement*
- *Demonstration of knowledge of the principles and provisions of the Constitution of the United States*
- *Passage of the Teaching Performance Assessment*
- *Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).*

Multiple Subject Program: As part of the STEP I and STEP II application processes, the credential analyst evaluates each Multiple Subject candidate for all requirements necessary for recommendation for the Multiple Subject credential. Upon completion of the program, Multiple Subject candidates are eligible to apply for a recommendation for a Preliminary Multiple Subject credential. Once candidates apply for a recommendation, the credential analyst performs a final evaluation in the SID student management system, including:

- Basic skills requirement
- Possession of a baccalaureate or higher degree from an accredited institution (*Per our previous communications with the CTC, Cal Poly SOE now utilizes a 3-step process for verifying the accreditation of all degrees*).
- Subject matter requirement
- Early field experience met
- U.S. Constitution requirement
- Speaking and writing English requirement
- Certificate of Clearance Issuance
- Health clearance (TB/Rubella)
- Health education/CPR

- Teaching Special Populations
- Successful passage of the Teaching Performance Assessment (Subject Area Tasks and edTPA Teaching Event)
- All candidates must maintain a 3.0 overall GPA in professional Education classes throughout the program.

Single Subject Program: As part of the STEP I application processes, the credential analyst evaluates each Single Subject candidate for all requirements necessary for recommendation for the Single Subject credential. Upon completion of the program, Single Subject candidates are eligible to apply for a recommendation for a Preliminary Single Subject credential. Once candidates apply for a recommendation, the credential analyst performs a final evaluation in the SID student management system, including:

- Basic skills requirement (CBEST)
- Possession of a baccalaureate or higher degree from an accredited institution (*Per our previous communications with the CTC, Cal Poly SOE now utilizes a 3-step process for verifying the accreditation of all degrees*).
- Subject matter requirement
- Early field experience met
- U.S. Constitution requirement
- Speaking and writing English requirement
- Certificate of Clearance Issuance
- Health clearance (TB/Rubella)
- Health education/CPR
- Successful passage of the Teaching Performance Assessment
- Certificate of completion of Google Level I Educator Certification (pending new requirement for 2017-18)
- Certificate of completion of Mandated Reporter training (pending new requirement for 2017-18)
- All candidates must maintain a 3.0 overall GPA in professional Education classes throughout the program.

Included Evidence:

- Sample Credential Office Evaluation from SID student management system (revised as of Fall 2017) in [Appendix G.](#)

B. PRECONDITIONS FOR EDUCATION SPECIALIST PROGRAMS

The Preliminary Education Specialist Certification is offered through the Cal Poly SOE Special Education Program. All Education Specialist Credential candidates complete the program as graduate students who are enrolled in the SOE Master of Science in Special Education (approved for elevation from a M.A. – Education specialization to a standalone degree effective Fall 2018).

Candidates in the Special Education program come from a range of undergraduate degrees obtained at Cal Poly or other accredited institutions. Although most candidates participate in the combined M.S./credential program, a credential only option is offered if needed. SPED candidates progress through the one-year curriculum in a tight cohort model, with admission and enrollment offered each fall.

Each program of professional preparation that leads to the issuance of an Education Specialist Certification shall adhere continually to the following requirements of California State law or Commission Policy.

(1) ENGLISH LANGUAGE SKILLS.

In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.

All Preliminary Education Specialist candidates are required to demonstrate alternative methods of developing English language skills throughout the program. Candidates completed EDUC 427 (Theories, Methods, and Assessment of First and Second Language Acquisition in Schools) as a prerequisite to the program. During the program, students complete EDUC 546 (Reading and Language Arts Instruction in Special Education).

Additionally, all candidates complete the [Reading Instructional Competence Assessment \(RICA\)](#). This test is required for candidates for issuance of the Preliminary Education Specialist Credential, however it is not for those candidates who hold a valid California Multiple Subject or Single Subject credential.

Included Evidence:

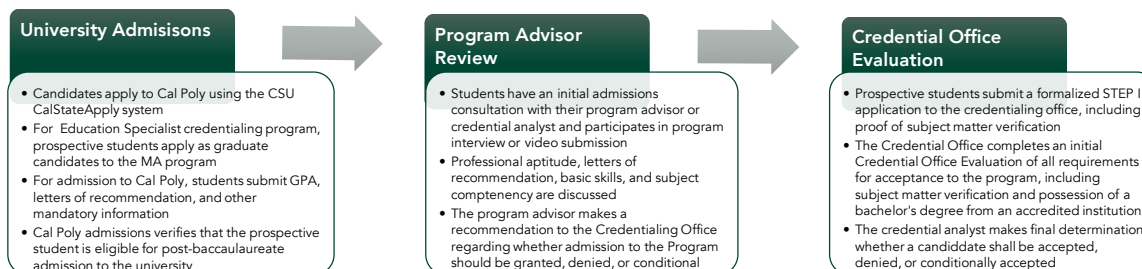
- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Special Education program (revised as of Fall 2017) in [Appendix G](#).

(2) PROGRAM ADMISSION.

The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- 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 having completed an appropriate Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

The application to all Cal Poly SOE accredited credentialing programs is a three-part process:



Upon application to Cal Poly via CalStateApply.edu, Education Specialist candidates are informed of the subject matter requirements to be admitted to the Education Specialist Program. Candidates must provide evidence of fulfilling the subject matter requirement by one of the following:

- Hold a valid California Multiple or Single Subject teaching credential
- Show evidence of passage of the California Subject Examination for Teachers (CSET)-Multiple Subject.

Completion of subject matter preparation is checked during the Program Advisor Review prior to making a recommendation for admission, conditional admission, or denial.

Subject matter preparation is also checked during the initial Credential Office Evaluation and STEP I application. This typically occurs during orientation prior to enrollment in the program, or during the first quarter of enrollment in the Preliminary Education Specialist Credential program.

Candidates who have not met subject matter preparation, but who have demonstrated progress toward subject matter preparation may be conditionally admitted to the program.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Special Education program (revised as of Fall 2017) in [Appendix G](#).

(3) SUBJECT MATTER PROFICIENCY.

The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. *Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or*
2. *Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.*
3. *Hold a California general education teaching credential in any subject.*

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

(a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)

(b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.

(c) Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

As stated above, the Special Education Program requires subject matter competency as necessary for admission to the program. Evidence of subject matter competency is verified during the Program Advisor Review and during the student's initial Credential Office Evaluation and STEP I application.

Students may be conditionally admitted while awaiting final verification of subject matter proficiency. However, as part of the conditional admission, students are made aware that Subject Matter Proficiency is a requirement prior to student teaching.

Students receive a second Credential Office Evaluation prior to student teaching to ensure that subject matter proficiency is completed.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Special Education program in [Appendix G](#).

(4) COMPLETION OF REQUIREMENTS.

A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

As part of the STEP I application and initial Credential Office Evaluation, the credential analyst evaluates each Education Specialist candidate for all requirements necessary for recommendation for the Preliminary Education Specialist credential. Credential Office Evaluations are re-checked and evaluated prior to student teaching. Upon completion of the program, candidates are eligible to apply for a recommendation for a Preliminary Education Specialist credential. Once candidates apply for a recommendation, the credential analyst performs a final check and update to the Credential Office Evaluation. The evaluation includes, but is not limited to, the following:

- Basic skills requirement
- GPA 3.0 in last 90 quarter units
- Possession of a baccalaureate or higher degree from a regionally accredited institution (Per our previous communications with the CTC, Cal Poly SOE now utilizes a 3-step process for verifying the accreditation of all degrees).
- Subject matter requirement
- U.S. Constitution requirement
- Speaking and writing English requirement
- Certificate of Clearance Issuance
- Health clearance (TB/Rubella)
- Reading Instruction Competence Assessment (RICA)
- CSU Exit Survey

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Special Education program (revised as of Fall 2017) in [Appendix G](#).

D. PRECONDITIONS FOR ADMINISTRATIVE SERVICES PROGRAMS

Cal Poly offers the Preliminary Administrative Services Credential through the SOE Master of Arts - Educational Leadership and Administration Program (ELAP). The program was approved for elevation from an M.A. – Education specialization to a standalone degree as of Fall 2018.

Candidates in ELAP come from a range of undergraduate degrees and prerequisite credentials obtained at Cal Poly or other accredited institutions. Although most candidates participate in the combined M.A./credential program, Cal Poly offers both M.A. only and credential only options as needed. ELAP has also been approved to offer an internship pathway that can be provided as needed at the request of local school districts, but it is not currently utilized. ELAP candidates progress through the one-year curriculum in a tight cohort model, with admission and enrollment offered each fall.

Each program of professional preparation that leads to the issuance of an Administrative Services Certification shall adhere continually to the following requirements of California State law or Commission Policy.

(1) PREREQUISITE CREDENTIAL.

POSSESS ONE OF THE FOLLOWING VALID CREDENTIALS:

(a) a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

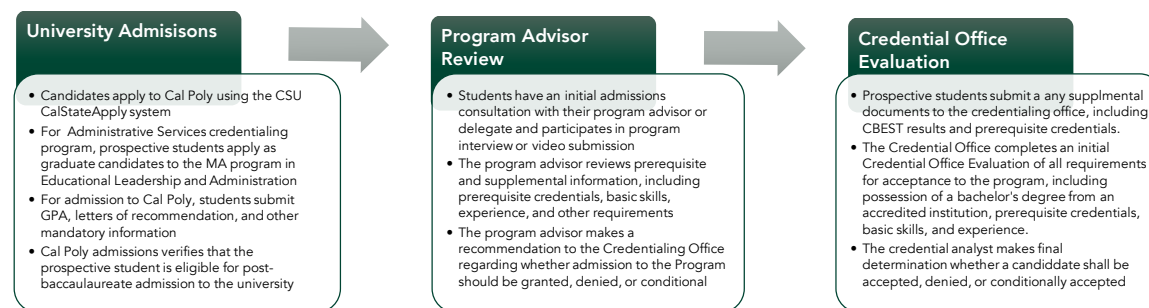
(b) a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or

(c) a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

Education Code section 44270(a)(1) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to possess the appropriate prerequisite credential prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

The application to all Cal Poly SOE accredited credentialing programs is a three-part process:



Upon application to Cal Poly via CalStateApply.edu, prospective ELAP candidates are informed of the need to submit supplemental materials to the Credential Office. These include: evidence of basic skills, experience, and information about prerequisite credentials.

Possession of the pre-requisite credential is checked by the Program Advisor (or delegate) during the Program Advisor Review prior to making a recommendation for admission, conditional admission, or denial. As of Fall 2017, the School of Education has developed a Program Advisor Review checklist for admission to ELAP, which mirrors the Program Advisor Review checklists used by our other programs.

Possession of a pre-requisite credential is also checked during the initial Credential Office Evaluation.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Administrative Services credential program (revised as of Fall 2017) in [Appendix G](#).

(2) BASIC SKILLS

Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute. Education Code section 44252(b) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify the basic skills requirement has been met prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

As stated above, ELAP requires evidence of Basic Skills proficiency as necessary for admission to the program. Basic Skills proficiency (usually demonstrated through passage of the CBEST) is verified during the Program Advisor Review and during the prospective candidate's initial Credential Office Evaluation prior to admission to the program. As of Fall 2017, the School of Education has developed a Program Advisor Review checklist for admission to ELAP, which mirrors the Program Advisor Review checklists uses by our other programs.

Students may be conditionally admitted while awaiting final verification of Basic Skills.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Administrative Services credential program (revised as of Fall 2017) in [Appendix G](#).

(3) EXPERIENCE

Verification of one of the following prior to being recommended for the preliminary credential

(a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);

(b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology, or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or

(c) a combination of (a) or (b).

Education Code section 44270(a)(2) and Title 5 of the California Code of Regulations section 80054(a)(4)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

As stated above, ELAP requires evidence of experience as necessary for admission to the program. Prospective candidates must submit a letter from their former employers on official institution letterhead as a supplementary document during the admissions process.

Verification of work experience is checked during the Program Advisor Review and during the prospective candidate's initial Credential Office Evaluation prior to admission to the program. As of Fall 2017, the School of Education has developed a Program Advisor Review checklist for admission to ELAP, which mirrors the Program Advisor Review checklists uses by our other programs.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Administrative Services credential program (revised as of Fall 2017) in [Appendix G](#).

(4) PROGRAM COMPLETION

Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 7/2013). Education Code section 44270(a)(3) and Title 5 of the California Code of Regulations section 80054(a)(2)

As part of the initial Credential Office Evaluation, the credential analyst evaluates each Administrative Services candidate for all requirements necessary for recommendation for the Preliminary Administrative Services credential. Upon completion of the program, candidates are eligible to apply for a recommendation for a Preliminary Administrative Services credential or certificate of eligibility. Once candidates apply for a recommendation, the credential analyst performs a final check and updates to the Credential Office Evaluation. The evaluation includes, but is not limited to, the following:

- Basic skills requirement
- Pre-requisite Credential
- Prior Work Experience
- Possession of a baccalaureate or higher degree from a regionally accredited institution (*Per our previous communications with the CTC, Cal Poly SOE now utilizes a 3-step process for verifying the accreditation of all degrees*).
- Health clearance (TB/Rubella)
- GPA of 3.0 or above on all required coursework
- Verification of Employment (CS 777 form) **if requesting recommendation for a credential**

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Administrative Services credential program (revised as of Fall 2017) in [Appendix G](#).

(5) VERIFICATION OF EMPLOYMENT

Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position. Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)

As stated above, ELAP requires evidence of an offer of employment when students submit an application requesting a recommendation for a Preliminary Administrative Services credential. Students must submit the CS 777 form with their application for a credential recommendation.

For those students who do not submit a CS 777 with their request for a credential, the Credential Office will instead issue a recommendation for a Certificate of Eligibility.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the Administrative Services credential program (revised as of Fall 2017) in [Appendix G](#).

E. PRECONDITIONS FOR AGRICULTURE SPECIALIST PROGRAMS

While the Single Subject Credential Program is offered through the School of Education, the Single Subject-Agriculture and Agriculture Specialist programs are housed in the College of Agriculture, Food, and Environmental Sciences.

Faculty from the Agriculture Education programs hold reporting lines in the College of Agriculture, Food, and Environmental Sciences (see Org Charts in [Appendix C](#)) – however, these faculty work closely with SOE leadership and staff. The Credential Office for the School of Education works together with the College of Agriculture, Food, and Environmental Sciences to ensure that all applicants to the Agriculture Specialist program, and all candidates ultimately recommended for a credential, meet all requirements and preconditions.

Most applicants to the Agriculture Specialist program are concurrent enrollees in the Single Subject-Agriculture program. However, as many as 1-2 students per year may pursue the Agriculture Specialist program through Cal Poly with a prerequisite credential obtained elsewhere.

Each program of professional preparation that leads to the issuance of an Agriculture Specialist Authorization shall adhere continually to the following requirements of California State law or Commission Policy.

(1) ADMISSION

An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to admitting the candidate into the program, that the candidate either (1) possesses a single subject teaching credential in agriculture, or (2) is enrolled in a preparation program leading to a single subject teaching credential in agriculture concurrently with enrollment in the program leading to the Agriculture Specialist Instruction Credential.

Most students in the Agriculture Specialist program enroll concurrently with the Single Subject-Agriculture program offered through Cal Poly.

Students wishing to apply directly to the Agriculture Specialist program must apply through the CalStateApply online portal and have their application reviewed by the Cal Poly Office of Admissions, the SOE Credential Office, and the faculty of the Agriculture Education program in the College of Agriculture, Food, and Environmental Sciences.

The SOE Credential Office and the Agriculture Education program check for a prerequisite credential through the Advancement to Candidacy Form ([Appendix H](#)) which is initially completed by the Agriculture Education program and is provided to, and filed by, the SOE Credential Office.

Included Evidence:

- Samples of AgEd Evaluations and Checklists for the Agriculture Specialist credential program in [Appendix H](#).

(2) PREREQUISITE CREDENTIAL

An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate possesses a valid single subject teaching credential in agriculture. If the candidate completes both the single subject and agriculture specialist instruction programs concurrently, the institution may recommend the candidate for both credentials concurrently.

Prior to recommending students for an Agriculture Specialist credential, the Agriculture Education program completes the Advancement to Candidacy form and the Technical Ag Worksheet for all candidates, which is then provided to the SOE Credential Office for a second check before recommending the credential.

Through these two forms, the AgEd program and the SOE Credential Office each check that a student possesses the required prerequisite credential – either by verifying the pre-existing credential online with the CTC, or by verifying that a concurrently enrolled candidate has completed all the Single Subject coursework described in boxes 1, 2, and 3 of the Technical Ag Worksheet.

Included Evidence:

- Samples of AgEd Evaluations and Checklists for the Agriculture Specialist credential program in [Appendix H](#).

(3) AREA OF SPECIALIZATION

An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate has demonstrated advanced knowledge in one of the following domains in agriculture: animal science; plant and soil science; ornamental horticulture; agricultural business management; environmental science and natural resource management; or agricultural systems technology. This advanced knowledge must be demonstrated through one of the following means: (1) possession of a baccalaureate degree with a major in one of the six domains listed above or in a field closely related to one of those domains; (2) verification of subject matter competence as required for the single subject credential in agriculture, plus a minimum of nine semester units or twelve quarter units of college coursework in one of the domains listed above; or, (3) verification of subject matter competence as required for the single subject credential in agriculture, plus 1,000 hours of occupational experience in one of the domains listed above. (Occupational experience accrued to meet this requirement also applies to the occupational experience precondition defined below.)

The Agriculture Education program verifies subject matter competence and area specialization as part of the Advancement to Candidacy form, on page 2 ([Appendix H](#)). The Advancement to Candidacy form requires evidence of area specialization in animal science, plant/soil science, sales/service (i.e. agricultural business management), or agricultural mechanics (i.e. agricultural systems technology).

The Agriculture Education program completes the Advancement to Candidacy form and the Technical Ag Worksheet for all candidates, which is then provided to the SOE Credential Office for a second check. These forms must be filed in the SOE Credential Office before the Credential Analysts recommend students for an Agriculture Specialist credential.

Included Evidence:

- Samples of AgEd Evaluations and Checklists for the Agriculture Specialist credential program in [Appendix H](#).

(4) OCCUPATIONAL EXPERIENCE.

An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate has completed occupational experience in agriculture that consists of one of the following:

- *A minimum of 2,000 hours of either paid or voluntary experience, the entirety of which must be completed after graduation from high school; or,*
- *A minimum of 3,000 hours of either paid or voluntary experience, of which a maximum of 1,500 hours may be accrued prior to graduation from high school.*

The Agriculture Education program verifies a minimum of 2,000 hours of paid or voluntary experience (or 3,000 hours if 1,500 hours is accrued prior to graduation from high school) as part of the Advancement to Candidacy form, on page 2 ([Appendix H](#)).

The Agriculture Education program completes the Advancement to Candidacy form and the Technical Ag Worksheet for all candidates, which is then provided to the SOE Credential Office for a second check. These forms must be filed in the SOE Credential Office before the Credential Analysts recommend students for an Agriculture Specialist credential.

Included Evidence:

- Samples of AgEd Evaluations and Checklists for the Agriculture Specialist credential program in [Appendix H](#).

F. SUPPLEMENTARY AUTHORIZATION IN BILINGUAL EDUCATION

Candidates in the Supplementary Authorization in Bilingual Education (SABE) program at Cal Poly earn a bilingual authorization that can be added to any California teaching credential. Our program graduates help to create inclusive learning environments for linguistically and culturally diverse students.

Most applicants to the SABE program are concurrent enrollees in the Multiple Subject, Single Subject, or Special Education teacher credentialing programs. However, candidates with a prerequisite credential obtained elsewhere may also enroll in the SABE program through Open University.

Each program of professional preparation that leads to the issuance of a Supplementary Authorization in Bilingual Education shall adhere continually to the following requirements of California State law or Commission Policy.

(1) PREREQUISITE CREDENTIAL.

Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent.

Most applicants to the SABE program are concurrent enrollees in the Multiple Subject, Single Subject, or Special Education teacher credentialing programs. However, candidates with a prerequisite credential obtained elsewhere may apply to the SABE program and enroll in the three SABE courses through Open University.

Candidates who apply to the SABE program from outside Cal Poly must demonstrate possession of a pre-requisite credential during the application process. Possession of the pre-requisite credential is checked by the Program Advisor (or delegate) during the Program Advisor Review prior to making a recommendation for admission, conditional admission, or denial. As of Fall 2017, the School of Education has developed a Program Advisor Review checklist for admission to SABE, which mirrors the Program Advisor Review checklists used by our other programs.

Possession of a pre-requisite credential is also checked during the Credential Office Evaluation. Credential Analysts verify the credential using the CTC website.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the SABE program in (revised as of Fall 2017) [Appendix G](#).

(2) CLAD OR EQUIVALENT ELL AUTHORIZATION

The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include a 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. The Certificate of Completion of Staff Development (CCSD) [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] is not equivalent to a CLAD authorization.

All students concurrently enrolled in the Cal Poly Multiple Subject, Single Subject, or Special Education teacher credentialing programs obtain English Learner authorization as part of the teacher credentialing program.

Candidates who apply to the SABE program from outside Cal Poly are checked for a prerequisite credential during the Program Advisor Review and the Credential Office Evaluation. Both these forms include a check for English Learner Authorization as part of the prerequisite credential. The credential and English Learner Authorization are typically verified through the CTC website.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the SABE program in (revised as of Fall 2017) [Appendix G](#).

(3) LANGUAGE COMPETENCY

Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence prior to entering the Intern Program.

Cal Poly SABE does not offer an intern program option.

Candidates in the SABE program (traditional model) provide evidence of language competency during the Program Advisor Review prior to admission to the program, and during the Credential Office Evaluation completed during admissions and updated prior to recommendation for a credential. Both of these forms include a check for successful passage of the CSET Spanish Subtest III.

However, because the CSET Spanish Subtest III is offered at infrequent intervals in our geographic area, the Cal Poly SABE program occasionally admits students to the program who have registered to take the exam during the first quarter of enrollment. Students may not progress beyond the first quarter of enrollment unless the CSET Spanish Subtest III is passed.

Included Evidence:

- Samples of Program Advisor Review & Recommendation; and Credential Office Evaluation for the SABE program in (revised as of Fall 2017) [Appendix G](#).

IV. APPENDICES

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APPENDIX A.

CTC-APPROVED CREDENTIAL PROGRAMS AT CAL POLY

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
 California State University

Accreditation

Next Commission Site Visit: 2019-20

Contact Information

Click the map and contact information for more options.

President
Dr. Jeffrey D. Armstrong

Chief Academic Officer / Provost
Dr. Kathleen Enz Finken

Dean of Educator Preparation
Dr. Kevin Taylor
ktaylor@calpoly.edu
(805) 756-1503

Associate Deans

(805) 756-2126

Director of Teacher Education

Credential Analyst
Mrs. Michelle Walker
mtwalker@calpoly.edu
(805) 756-2126

Educator Preparation Programs

Type of Preparation	Program Name	Program Level	Preparation Pathway
Elementary Teaching	Multiple Subject	Preliminary	Traditional
	Single Subject: Agriculture	Preliminary	Traditional
Secondary Teaching	Single Subject: English	Preliminary	Traditional
	Single Subject: Mathematics	Preliminary	Traditional
	Single Subject: Physical Education	Preliminary	Traditional
	Single Subject: Science	Preliminary	Traditional
	Single Subject: Social Science	Preliminary	Traditional
	Single Subject: World Languages	Preliminary	Traditional

Educator Documents Issued for 2015-2016

Document Type	Count
Single Subject	64
Multiple Subject	52
Education Specialist: Mild/Moderate	20
Administrative Services	15
Bilingual Authorization	13
Agriculture Specialist Instruction Credential	12
Added Authorization: Autism Spectrum Disorders	1
California Teachers of English Learners (CTEL)	1

Teacher Candidate Demographics for 2015-2016

Data for this section is sourced from the recent federal Title II report for Preliminary Multiple Subject, Single Subject and Education Specialist programs.

GPA Entry Requirement

2.75
Minimum GPA

3.40
Median GPA

Enrolled students may become program completers at the end of the program year. As a result, demographic data for enrolled students may not be available.

Gender

84.0%
Female

16.0%
Male

Ethnicity/Race

White	69.4%
Hispanic/Latino	14.3%
Asian	8.2%
Two or more races	6.1%
Pacific Islander	2.0%
African American	0.0%
American Indian	0.0%

APPENDIX B. WASC ACCREDITATION EVIDENCE



WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES

CHAIR
Linda K. Johnson
University of Hawaii

VICE CHAIR
James Donahue
Graduate Theological Union

Christopher T. Cross
Public Member

Anna DiStefano
Felding Graduate University

Juicki Donath
California State University, Sacramento

D. Merrill Ewert
Pacific University

John Fitzpatrick
Schools Commission Representative

Harold Hewitt
Chapman University

Michael Jackson
University of Southern California

Roberts Jones
Public Member

Barbara Karlin
Golden Gate University

Margaret Kasimatis
Loyola Marymount University

Julia Lopez
Public Member

Thomas McFadden
Community and Junior Colleges Representative

Horace Mitchell
California State University, Bakersfield

Leroy Morishita
San Francisco State University

William Plater
*Indiana University –
Purdue University, Indianapolis*

Stephen Pivetti, S.J.
University of San Francisco

Sharon Salinger
University of California, Irvine

Sheldon Schuster
Rock Graduate Institute

Carmen Sigler
San Jose State University

Ramon Torrecilla
Adelphi College

Timothy White
University of California, Riverside

Michael Whyte
Arizona Pacific University

Paul Zingg
California State University, Chico

PRESIDENT
Ralph A. Wolff

July 3, 2012

Jeffrey Armstrong
President
California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407-0006

Dear President Armstrong:

At its meeting June 13-15, 2012, the Commission considered the report of the Educational Effectiveness Review (EER) team that conducted the visit to California Polytechnic State University, San Luis Obispo (Cal Poly SLO) April 3-5, 2012. The Commission also had access to the Educational Effectiveness Review report and exhibits submitted by Cal Poly SLO prior to the visit, the institution's June 4, 2012 response to the visiting team report, and the documents relating to the Capacity and Preparatory Review (CPR) visit conducted in spring 2010. The Commission appreciated the opportunity to discuss the review with you and your colleagues Bruno Gilberti, Director, Center for Teaching and Learning, and David Conn, Accreditation Liaison Officer. Your comments were helpful in informing the Commission's deliberations.

Cal Poly SLO's institutional proposal outlined an overarching theme of "Our Polytechnic Identity in the Twenty-First Century," with three foci: 1) Learn-by-Doing; 2) Teacher:Scholar Model; and 3) Integration and Student Learning. During the time between the CPR and EER visits, the University experienced a major turnover in the top leadership positions but despite the challenges this situation presented, the University successfully maintained its focus on the overarching themes of the review and made significant progress in achieving the intended outcomes. Among these outcomes were achieving a growing consensus about what it means to be a polytechnic university, implementing a series of faculty senate actions about important academic matters such as learning outcomes and program review, and adopting several new initiatives to support student success. This kind of progress is a strong tribute to Cal Poly SLO's faculty and administration who continued to show great leadership, commitment and initiative during this transitional period.

The Commission's action letter of June 24, 2010 highlighted additionally two major issues for special attention during the interval between the CPR and EER visits: 1) further defining Cal Poly SLO's polytechnic identity; and 2) clarifying leadership structures. The University also addressed these two issues effectively before the EER visit.

Cal Poly SLO is to be commended for making significant progress in numerous areas identified in the EER team's report. As noted by the team, "In spite of all of these [leadership] changes the institution continued to show continuity of mission

while simultaneously looking forward to the future.” The Commission commends the University for maintaining strong faculty, staff, and student morale given the major reductions in state funding, balancing many competing priorities at a time when the California State University system has mandated major enrollment caps. The students are commended for voting to approve an additional fee to support essential resources for the “Learn-by-Doing” requirement in each major and to increase course offerings and expanded student support services. Cal Poly SLO also has demonstrated its commitment to educational effectiveness by adopting well-framed learning outcomes in most programs, employing effective assessment practices and a well-developed program review process, ensuring that students have access to faculty and effective student advising, and establishing support programs for freshmen and other initiatives that promote student success. The University is also commended for an impressive increase in six-year graduation rates from 65% for the 1996 cohort to 76% for the 2005 cohort.

The Commission endorses the recommendations of the EER team and wishes to emphasize the following areas for further attention and development:

Promoting diversity and inclusive excellence. Cal Poly SLO has faced challenges in the area of diversity. Among these are attracting and retaining students and faculty members from underrepresented racial-ethnic minority groups; bridging achievement gaps that exist for some of these subpopulations of students; and creating a positive climate to support students from underrepresented groups. While the University has identified this as a critical strategic issue and has engaged in several initiatives to address it, the team recommended that “Cal Poly needs to quickly and aggressively address these negative effects [of the climate] and actively increase the diversity of students, staff, and faculty as part of its responsibility to serve the citizens of California.”

The Commission supports this finding and expects to see progress in achieving a more diverse faculty and student body, increases in the retention, persistence and completion rates of students from subpopulations that have not been succeeding at the level expected of all Cal Poly SLO students, and measurable improvements in campus climate. The Commission is encouraged to hear that you have made this one of your major priorities. (CFRs 1.5, 2.10, 3.2, 4.1)

Assessing and improving undergraduate learning. The Commission commends Cal Poly SLO for its *Undergraduate Learning Outcomes-based Assessment Pilot Project*, which was intended to assess the attainment of undergraduate learning outcomes by comparing learning results for freshman and seniors in five core areas: writing, oral communication, diversity learning, lifelong learning, and ethics. The results of this pilot were used to identify areas needing improvement in the curriculum and pedagogy. As a corollary to this project, the University conducted a *Student Project Assessment* to determine how capstone projects could be used to assess senior-level learning in such areas as writing and critical thinking. As the team observed, “these efforts lead to important cross-unit conversations and collaborations on assessment that have not previously been part of Cal Poly’s culture.” The Commission noted that projects like these position Cal Poly SLO as a leader in assessing the extent to which graduates have achieved learning outcomes in core undergraduate competencies at the time of graduation, which will be one of the primary foci of WASC’s reaccreditation model beginning in 2013. The

Commission urges Cal Poly SLO to continue to undertake these kinds of assessment projects to better understand and support student learning and achievement and to learn how to promote integration of knowledge and skills at the undergraduate level. This work can provide the foundation for both accountability and quality improvement, in keeping with Cal Poly SLO's distinctive mission as a comprehensive polytechnic university that seeks to prepare students for life and work in the 21st century. (CFRs 2.2, 2.6, 4.6-4.8)

Given the above, the Commission acted to:

1. Receive the Educational Effectiveness Review report and reaffirm the accreditation of California Polytechnic State University, San Luis Obispo.
2. Schedule the next comprehensive review with the off-site review in spring 2022 and the visit tentatively scheduled for fall 2022.
3. Request an Interim Report in spring 2015 on the following issues cited in the EER team report: 1) progress in addressing diversity, including the diversity of the faculty, staff, and students, the campus climate, and the effectiveness of various initiatives to support diversity and achievement of underrepresented students; and 2) an update on the assessment of undergraduate learning outcomes. Progress should be demonstrated, as defined above.

In taking this action to reaffirm accreditation, the Commission confirms that California Polytechnic State University, San Luis Obispo has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the three-stage review conducted under the Standards of Accreditation. Between this action and the time of the next review, the institution is expected to continue its progress, particularly with respect to educational effectiveness and student learning.

In accordance with Commission policy, copies of this letter will be sent to the chair of CSU Board of Trustees and to Chancellor Charles Reed.


In keeping with WASC policy adopted in November 2011, this letter and the underlying team report also will be posted on the WASC website. If you wish to post a response to the letter and/or team report on your own website, WASC will also post a link to that response on its website. Any link that you wish to provide should be forwarded to the attention of Teri Cannon so that it may be included on the WASC website. As noted in the Commission policy, team reports and action letters are foundational for institutional accountability and improvement. Institutions are expected to disseminate these documents throughout the institution for the purposes of promoting ongoing engagement and improvement and encouraging internal communications about specific issues identified in team reports and action letters.

Finally, the Commission wishes to express its appreciation for the extensive work that the University undertook in preparing for and supporting this accreditation review. WASC is committed to an accreditation process that adds value to institutions while assuring public

Commission Action Letter - page 4 of 4
California Polytechnic State University, San Luis Obispo
July 3, 2012

accountability, and we are grateful for your continued support of our process. Please feel free to contact me if you have any questions about this letter or the action of the Commission.

Sincerely,


Ralph A. Wolff
President

RW/ro

cc: Linda Johnsrud, Commission Chair
David Conn, ALO
Bob Linscheid, Board of Trustees Chair
Charles Reed, Chancellor, California State University
Members of the EER team
Richard Osborn

July 14, 2015

Jeffrey Armstrong
President
California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407-0006

Dear President Armstrong,

At its meeting by conference call on May 21, 2015, a panel of the Interim Report Committee convened to consider the Interim Report submitted by California Polytechnic University, San Luis Obispo (Cal Poly SLO) on February 27, 2015. The panel along with the chair of the CPR/EER team visits reviewed your Interim Report and the July 3, 2012 Commission action letter calling for an Interim Report.

The panel appreciated the opportunity to discuss the report with Mary Pedersen, Vice Provost, Academic Programs and Planning/ALO; Bruno Giberti, Faculty Associate, Academic Programs and Planning; Annie Holmes, Executive Director, University Diversity and Inclusivity; and Mauricio Saavedra, Executive Director, Institutional Research. The conversation was informative and helped the panelists better understand your institution's challenges and progress on meeting the areas cited in the Commission's letter.

The panel commends Cal Poly SLO for a very strong, forthright, and thorough report addressing the issues requested by the Commission. The evidence is strong that the issues have been taken seriously with major personnel and financial resources focused on finding solutions. The institution's directness and honesty in stating the issues and trying to find solutions without trying to hide any negative information demonstrates the university's commitment to continuous improvement of very difficult issues. The momentum developed since the Commission action is evident. Further commendations will be cited later in this letter in regard to the two issues being focused upon in the report.

The Interim Report Committee letter of December 20, 2103 requested an update on two areas:

1. **Diversity and inclusive excellence.** The Commission asked to receive a report demonstrating progress "in achieving a more diverse faculty and student body, increases in the retention, persistence and completion rates of students from subpopulations that have not been succeeding at the level expected of all Cal Poly SLO students, and measureable improvements in campus climate." From the report, it is evident that addressing these issues has become a high priority at the university. The report outlines areas of gain in several areas while outlining the challenge of making improvements in a community with little diversity and at a university focused on STEM programs with constraints posed by Prop 209 requirements. One of the most impressive accomplishments has been the establishment of the Office of University Diversity and Inclusivity headed by an Executive Director with impressive credentials and vision. Under her leadership, numerous initiatives are underway including the Student Advisory Council, procurement of external funding for scholarships

and support, the hiring of an Inclusive Excellence Instruction Specialist in the Center for Teaching, Learning, & Technology, the establishment of a First Generation Committee, the creation of a Black Alumni Chapter, initiatives to improve ethnic diversity among the faculty, staff, and students, efforts to increase retention and graduation rates for underserved students in order to lower the achievement gaps between ethnic groups and gender, and the establishment of the Cal Poly Scholars Program, MOSAIC, BEACoN Mentors Program, and the Cal Poly PEEPS Program (funded by a \$618,815 NSF grant), to mention a few of the initiatives. The panel appreciates how broadly the university is working on these challenges even identifying and working with the future pipeline of future students through initiatives at the K-12 level. The internal organization is truly commendable. The panel would encourage the institution to set quantifiable diversity goals for faculty, staff, and student recruitment and appreciated hearing that this possibility will be a central component of internal discussions. The panel also appreciated the strong work done on analyzing campus climate through the hiring of a respected firm to conduct surveys and focus groups. Finally, the action plan outlined in the report demonstrates specific steps being taken to make further improvements which show that the university is thinking beyond just the present but into the future for issues facing similar universities beyond Cal Poly SLO. The learnings have possible ramifications for implementation at other universities with similar challenges.

2. **Assessment of undergraduate learning outcomes.** At the time of the 2012 EER visit, Cal Poly SLO had already demonstrated a strong program of assessing undergraduate student learning outcomes through an *Undergraduate Learning Outcomes-based Assessment Pilot Project* and through a *Student Project Assessment* focused on capstone projects. The Commission urged a continuation of these kinds of assessment projects in order to provide a foundation for accountability and quality improvement. The thoroughness of the Interim Report demonstrated that the university went far beyond what the Commission anticipated illustrating that the institution is not just committed to meeting Commission expectations but in improving educational effectiveness as part of its DNA beyond Commission recommendations. Many steps have been undertaken. The university recognized a need to strengthen the institutional research function so hired additional personnel. Efforts were made to encourage programs to see the value of program learning outcomes as having direct impact on student learning with a faculty consultant on assessment now working with individual programs. Assessment continues to become part of faculty culture with major progress made through workshops and faculty support. The panel commends the university not just for thinking from an individual faculty perspective but in keeping a focus on all three levels – program, department, and university – when universities more typically focus on one or two. With the new WSCUC requirement for the next visit requiring assessment of five core competencies, the university has pivoted very quickly to taking one of those competencies, critical thinking, and learning how to assess and apply the learnings to other core competencies leading up to the next review. As with diversity, the institution's thorough action plan for the assessment of undergraduate learning outcomes demonstrates both specific plans for implementation with timelines and an outline of remaining issues and challenges. The one recommendation from the panel is to continue thinking about how technology can be more effectively utilized in assessment.

President Armstrong
July 14, 2015
Page 3 of 3

After discussion of the progress that has been made by Cal Poly SLO in addressing these areas, the panel acted to receive the Interim Report with commendations and recommendations. The panel expects at the time of the next reaffirmation review with the Offsite Review scheduled in spring 2022 and the Accreditation Visit in fall 2022, Cal Poly SLO will provide an update on progress made in recommendations cited by the panel earlier in this letter.

The panel, again, reaffirms the diligent work and important steps California Polytechnic State University, San Luis Obispo has taken to address these issues. I look forward to working with you and wish you every success as you proceed toward the next stages of accreditation review.

Sincerely,



Richard Osborn
Vice President

Cc: Mary Pedersen, Vice Provost, Academic Programs and Planning/ALO
Interim Review Committee Panel

September 27, 2017

Mary Pedersen
Senior Vice Provost for Academic Programs and Planning
Accreditation Liaison Officer
California Polytechnic University, San Luis Obispo
1 Grand Avenue
San Luis Obispo, CA 93407

Dear Mary,

The WASC Senior College and University Commission (WSCUC) has completed its Mid-Cycle Review of California Polytechnic University, San Luis Obispo (CalPoly). The purpose of the Mid-Cycle Review is to "identify problems with an institution's ... continued compliance with agency standards" while "tak[ing] into account institutional ... strengths and stability" (Code of Federal Regulations, §602.19(b)).

Areas examined. The Mid-Cycle Review focuses on factors related to the WSCUC Standards and includes student achievement, enrollment changes, financial indicators, and institutional information. Data are gathered from your institution's annual report and from public sources. Below are the factors examined, the relevant CFR, source of the data, and the reference point for making comparisons.

Factor	CFR	Source of Data	Data Point
4 year graduation rate	1.2	College Navigator	Regional average: 39%
6 year graduation rate	1.2	College Navigator	Regional average: 59% Council of Regional Accrediting Commissions: minimum 25%
6 year graduation rate disaggregated by race/ethnicity and gender	2.10	College Navigator	No specified data point
Enrollment changes	3.4	WSCUC Annual Report	WSCUC practice: 20% increase or decrease
Pell grant recipients	1.4	College Navigator	Regional average: 39%
Median graduate borrower debt	1.6	College Navigator	Regional average: \$21,522
Student default rate	1.6, 3.4	College Navigator	California Student Aid Commission: less than 15.5%
Composite score	3.4	Federal Student Aid	US Department of Education: minimum 1.5
Student/faculty ratio	2.1, 3.1	College Navigator	No specified data point
Faculty/degree ratio	2.1, 3.1	Calculated from College Navigator	WSCUC practice: minimum 1

A review is also conducted of the institution website's student achievement link, submitted in the annual report, to determine whether:

- student achievement data are easy to find
- data include:
 - retention rates, aggregated and disaggregated and for multiple years
 - graduation rates, aggregated and disaggregated and for multiple years
 - brief and focused evidence of student learning (i.e., typically learning outcomes assessment results)
- data and evidence are displayed in a user-friendly way

A review is made of the institution's updated Inventory of Educational Effectiveness Indicators (IEEI) to determine:

- whether learning outcomes have been developed (for programs and general education)
- where outcomes are published, what evidence is used to assess outcomes, who interprets results and what the process is, and how findings are used
- when was/is the date of each program's Program Review

Results. Below are the findings from CalPoly's review, beginning with a summary of the basic data points:

Data Point	Source	CFR	Region Mean Or Data Point	Institution Value
4-year graduation rate	College Navigator	1.2	39%	47%
6-year graduation rate	College Navigator	1.2	59%	80%
Enrollment changes	WSCUC Annual Report	3.4	No more than 20% increase or decrease	3.48% Increase
Percent of students receiving Pell Grants	College Navigator	1.4	39%	19%
Median graduate borrower debt	College Scorecard	1.6	\$21,522	\$19,166
Cohort default rate	College Navigator	1.6; 3.4	Less than 15.5%	1.8%
Composite score	Federal Student Aid	3.4	Minimum of 1.5	N/A

WSCUC staff notes the following for CalPoly:

Commendation is given for CalPoly's 6-year graduation rate, which exceeds the region mean by an 80% to 59% margin. The percentage of students receiving Pell grants is 19% compared to the regional average of 39%. The median borrower debt is significantly below the region average. The cohort default rate is at an impressively low rate of 1.6%, which means students are earning enough upon graduation to pay back loans. A review of CalPoly's student achievement section on the institution's web site meets all of the requirements stated earlier in this letter. In regard to the Inventory of Educational Effectiveness Indicators, the institution should continue efforts to have Course Learning Outcomes cited in course syllabi, which will bolster the uniform approach to having all programs with Learning Outcomes. Program review is taking place on a regular cycle.

Next Steps. WSCUC staff did not identify issues with CalPoly's continued compliance with WSCUC standards. We updated the accreditation history to reflect this conclusion from the MCR and notified the Commission.

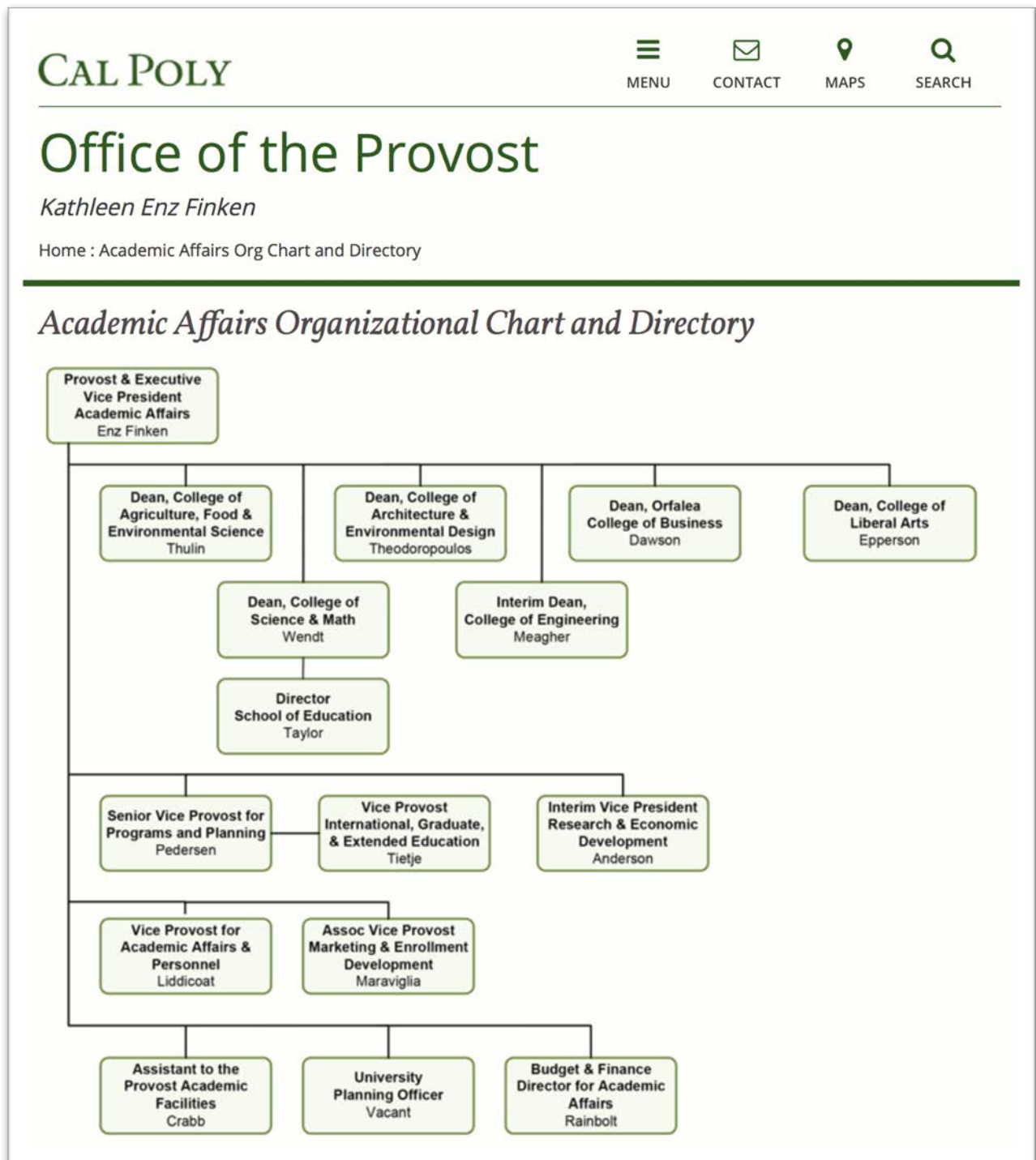
If you have feedback for us regarding your experience of the Mid-Cycle Review process, please share that feedback with me. As always, please contact me if you have questions or need additional information.

Sincerely,

A handwritten signature in black ink that reads "Richard Osborn". The signature is fluid and cursive, with the first name and last name clearly distinguishable.

Richard Osborn
Vice President

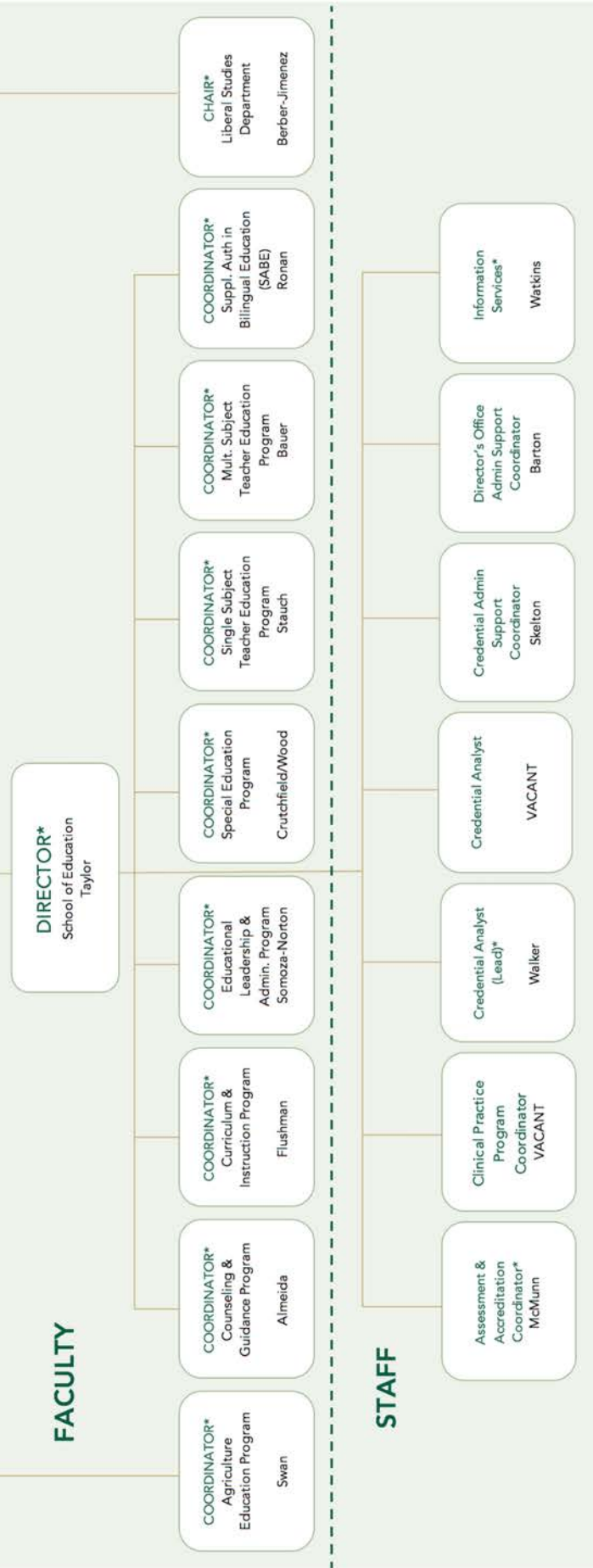
APPENDIX C.
SCHOOL OF EDUCATION UNIT-LEVEL ORG CHARTS



DEAN
College of Agriculture, Food
and Environmental Sciences
Thulin

DEAN
College of Science and
Mathematics
Wendt

SCHOOL of EDUCATION



KEY
 * denotes voting member of SOE Coordinating Council, per the SOE Governance Document
 — denotes line of direct supervision or leadership related to the position
 --- denotes line of informal leadership or coordination related to the position

School of Education Roles & Responsibilities



The success of the School of Education is dependent upon a dedicated team of faculty and staff; this document is intended to guide everyone by outlining the various roles and responsibilities of the essential team members.

The team members outlined:

1. School of Education Director
2. Program Coordinators
3. School of Education Staff
 - Assessment Coordinator
 - Clinical Practice Coordinator
 - Credential Analyst – Lead
 - Credential Analyst
 - Credential Office Administrative Support
 - Director's Office Administrative Support
 - Information Services Director

School of Education Director	
Academic Program and Curriculum	<ul style="list-style-type: none"> • Assure development and direction of quality academic programs • Work with department faculty in academic program planning and review • Work with department faculty in curriculum development, review, and revision • Initiate and/or recommend changes in departmental curriculum • Act as the department coordinator for all applicable accreditation activities • Provide reports upon request on matters such as program review, student learning outcomes, and program effectiveness • Prepare class schedule • Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the department, college, and university • Lead the department in carrying out required external reviews of curricula and assessment of learning outcomes • Supervise the operation of instructional activities such as clinics and laboratories • Work with the university articulation officer to review and maintain articulation agreements
Budget Development and Administration	<ul style="list-style-type: none"> • Develop department operating budget. Recommend expenditures, including travel and equipment • In consultation with the dean, schedule classes to meet the unit's enrollment target within budgeted resources • Oversee the department's property and equipment, maintaining a property inventory for the unit • Work to secure external grants and donations for the department • Oversee the administration of grants within the department • Obtaining appropriate training in order to use the university's financial systems
Advocacy and Leadership	<ul style="list-style-type: none"> • Represent the department to the Dean and the campus at large • Mediate conflict and attempt to resolve problems between faculty, students, and staff • Model respect for confidentiality regarding performance reviews, personnel decisions, grievances, etc. • Keep the faculty and staff apprised of department, college, and university plans, activities, and expectations • Work with the faculty to develop and implement a strategic plan that emanates from the department's mission and goals

Roles & Responsibilities, page 1

Faculty—Retention, Tenure, and Promotion
<ul style="list-style-type: none"> • Ensure that new faculty are oriented to the goals of the department and the mission of the university • Establish mentors for probationary faculty and review the mentoring program's goals, activities and effectiveness • Encourage and support faculty to engage in scholarship, including support for faculty applications for grants and sponsored research • Model teaching and scholarly excellence by teaching and remaining active in scholarship and creative activities • Encourage faculty to pursue excellence in teaching • Encourage faculty to undertake ongoing programs to update their instructional and professional activities • Promote faculty involvement in department, college, and university service, and in community and professional service activities • Counsel faculty regarding the criteria upon which their performance will be evaluated • Assist probationary faculty in understanding the evaluation processes, and in presenting an effective RTP dossier • Ensure that faculty are informed of upcoming training sessions or workshops provided through the College, Academic Personnel, and other campus entities • Use committee assignments and other duties as a tool for faculty development
Faculty—Recruitment
<ul style="list-style-type: none"> • Determine departmental priorities for future probationary hiring, and submit recruitment requests to dean when prompted • Establish search committees according to university policy, which include appropriate committee members, committee chair, and trained Employment Equity Facilitator (EEF) • Academic Personnel 3 • Ensure that recruitments are conducted in accordance with university policies and that candidates are treated equitably and fairly
Faculty—Temporary
<ul style="list-style-type: none"> • Develop broad and diverse faculty part time pools through outreach, advertising and other activities • Ensure that temporary faculty are oriented to the goals of the department and the mission of the university • Counsel temporary faculty regarding the criteria upon which their performance will be evaluated • Counsel temporary faculty regarding the criteria and process for lecturer range elevation • Follow the collective bargaining agreement for the appointment of lecturers. Obtain training on the "order of work" to facilitate this process. • Conduct annual evaluation of temporary faculty in accordance with university-established schedules and contract requirements
Administration of Department
<ul style="list-style-type: none"> • Be available throughout the work week to attend to daily business of the department and to meet student needs • Schedule regular faculty meetings, and chair them • Attend all meetings of college chairs, and share information from those meetings back to the department faculty and staff • Allocate space from the department's assigned spaces • Provide reports as requested on such matters as faculty workload, release time, assigned time • Ensure proper maintenance of departmental records, including the security of those documents deemed sensitive or confidential • Promote open communication, and encourage faculty involvement in the advancement of the department • Review and approve faculty and staff absences, including sick leave, vacation and other time off, through the Absence Management Self Service (AMSS) system
Students—Advisement and Student Success
<ul style="list-style-type: none"> • Ensure that an effective and ongoing system of student advising is in place • Oversee the maintenance of advising and curriculum materials • Advise students at the undergraduate, graduate, and credentials levels concerning degree

Roles & Responsibilities, page 2

<ul style="list-style-type: none"> requirements and career objectives • Ensure active involvement of the department in annual advising events such as transfer orientation • Ensure effectiveness of faculty and staff advising by securing their training as needed (for example, PeopleSoft training)
Students—Clubs and Organization
<ul style="list-style-type: none"> • Ensure student clubs and organizations are appropriately sanctioned and have faculty advisors • Academic Personnel • Ensure that student club officers understand university policies and procedures including financial, hosting, safety, risk management and appropriate use of facilities • Ensure that the Student Fee committee is established and meets regularly, communicates with student body, and provides input to the department chair/head
Students—Issues
<ul style="list-style-type: none"> • Assist in the resolution of faculty/staff and student interpersonal relationship problems when possible • Recommend action on student petitions • Be fully familiar with campus support structures for accommodations, counseling, and crisis intervention • Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues
Students—Recruitment
<ul style="list-style-type: none"> • Participate in and facilitate the participation of others in departmental and college recruitment, retention, and graduation efforts • Ensure active involvement of the department in annual recruiting events such as Open House • Communicate directly or indirectly the department's academic goals, offerings, and requirements to prospective and current students • Initiate and implement activities in support of student recruitment such as awards, competitions, scholarships, and clubs
Staff Personnel
<ul style="list-style-type: none"> • Exercise leadership in the selection and appointment of staff personnel, including student assistants working for the department • Supervise assigned administrative, clerical, and technical staff • Approve requests for vacation, sick leave, and other time off • Schedule regular staff meetings, and chair them • Conduct staff performance evaluations in a timely manner • Support staff training and development • Model collegial, respectful, and productive relationships with staff • Arrange for the proper supervision of student assistants
Advancement
<ul style="list-style-type: none"> • Support the college and University advancement activities • Initiate alumni communication, events and giving initiatives (typically higher expectation in this area for heads with 12-month assignments) • Ensure that appropriate communications materials are developed for the department, college and University • Community engagement and development activities • Act as department contact for civic and professional organizations and when hosting on- and off-campus functions • Publicize the School of Education's courses and programs to the community, especially to prospective students • Work with dean and university advancement officers to promote the School of Education to the community • Promote discipline-based contact with appropriate groups, including community college faculty, high school teachers, community organizations, alumni, and others

Program Coordinators	
<p>Program Coordinators in the <i>School of Education</i> often operate on a different level to other program area coordinators and as such their responsibilities may be significantly different. Coordinator responsibilities differ in part because the SOE is a graduate unit, in part because many programs have a "professional training" focus, and in part because so much of our programming is delivered at off-campus locations.</p>	
Multiple Subject Credential Program	
Program Development and Quality	
<ul style="list-style-type: none"> • Liaise with the Director and Assessment Coordinator over program review, assessment and accreditation • Liaise with the Assessment Coordinator to establish and maintain a program advisory council as required • Work with department faculty in curriculum development, review and revision with respect to their program and, in conjunction with the other coordinators, the school as a whole • Initiate and/or recommend changes in department curriculum • Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program • Prepare class schedule for their program in coordination with the SOE Administrative Support Coordinator • Represent their program area in required external reviews of curricula and assessment of learning outcomes • In collaboration with the Director, assist the university articulation officer to review and maintain articulation agreements • Collaborate with Director on faculty recruitments within their program 	
Administration of Program	
<ul style="list-style-type: none"> • Ensure that temporary faculty in their program area are oriented to the goals of the program • Support temporary faculty & refer them to Director when necessary to ensure they are familiar with the criteria upon which their performance will be evaluated • Conduct meetings of program area faculty to attend to the business of their program • Attend meetings of school Program Coordinators • Liaise with the Director on faculty workload, release time, assigned time • Ensure proper maintenance of program records, including the security of those documents deemed sensitive or confidential • Promote open communication, and encourage faculty involvement in the advancement of the program area • Collaborate with Clinical Practice Coordinator, school principals, teachers, and district offices as appropriate to ensure quality placements. • Admissions - Review and signatory responsibility for new student admits and students who are denied admission to the C&G program; This includes a "paper" screen, individual interview and follow up reference phone calls as needed 	
Advising and Student Success	
<ul style="list-style-type: none"> • Oversee effective and ongoing advising for students in their program • Oversee the maintenance of a Student Handbook and other advising and curriculum materials • Advise students about program requirements and career objectives • Recommend action on student admissions, dismissals & petitions; assist in the resolution of student academic issues toward student success to minimize instances of probation/dismissal • Coordinate candidate orientation • Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues 	
Program Marketing & Recruitment	
<ul style="list-style-type: none"> • Collaborate with Director and SOE Staff on marketing plan development and student recruitment initiatives and materials • Represent program at recruiting events • Communicate directly or indirectly their program's academic goals, offerings, and requirements to prospective and current students 	

Roles & Responsibilities, page 4

Community Engagement
<ul style="list-style-type: none"> Publicize the program and recruit prospective students where appropriate Visit placement sites for clinical practice/internships Collaborate with the SOE Clinical Practice Coordinator to ensure accurate record keeping
Advancement
<ul style="list-style-type: none"> Communicate program needs to Director who retains primary responsibility for advancement Support School-wide advancement activities as program representative Support School advancement efforts with provision of content for preparation of advancement materials Collaborate with the Director and university advancement officers in promoting the program as required
Single Subject Credential Program
General Responsibilities – Assure development and direction of quality academic programs
<ul style="list-style-type: none"> Liaise with the Director and Assessment Coordinator over program review, assessment and accreditation Liaise with the Assessment Coordinator to establish and maintain a program advisory council as required Work with department faculty in curriculum development, review and revision with respect to their program and, in conjunction with the other coordinators, the school as a whole Initiate and/or recommend changes in department curriculum Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program Prepare class schedule for their program in coordination with the SOE Administrative Support Coordinator Represent their program area in required external reviews of curricula and assessment of learning outcomes In collaboration with the Director, assist the university articulation officer to review and maintain articulation agreements Collaborate with Director on faculty recruitments within their program
Administration of Program
<ul style="list-style-type: none"> Ensure that temporary faculty in their program area are oriented to the goals of the program Support temporary faculty & refer them to Director when necessary to ensure they are familiar with the criteria upon which their performance will be evaluated Conduct meetings of program area faculty to attend to the business of their program Attend meetings of school Program Coordinators Liaise with the Director on faculty workload, release time, assigned time Ensure proper maintenance of program records, including the security of those documents deemed sensitive or confidential Promote open communication, and encourage faculty involvement in the advancement of the program area Collaborate with Clinical Practice Coordinator, school principals, teachers, and district offices as appropriate to ensure quality placements. Admissions - Review and signatory responsibility for new student admits and students who are denied admission to the C&G program; This includes a "paper" screen, individual interview and follow up reference phone calls as needed
Advising and Student Success
<ul style="list-style-type: none"> Oversee effective and ongoing advising for students in their program Oversee the maintenance of a Student Handbook and other advising and curriculum materials Advise students about program requirements and career objectives Recommend action on student admissions, dismissals & petitions; assist in the resolution of student academic issues toward student success to minimize instances of probation/dismissal Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues
Program Marketing & Recruitment
<ul style="list-style-type: none"> Collaborate with Director and SOE Staff on marketing plan development and student recruitment initiatives and materials Represent program at recruiting events

Roles & Responsibilities, page 5

<ul style="list-style-type: none"> Communicate directly or indirectly their program's academic goals, offerings, and requirements to prospective and current students
Community Engagement
<ul style="list-style-type: none"> Publicize the program and recruit prospective students where appropriate Visit placement sites for clinical practice/internships Collaborate with the SOE Clinical Practice Coordinator to ensure accurate record keeping
Advancement
<ul style="list-style-type: none"> Communicate program needs to Director who retains primary responsibility for advancement Support School-wide advancement activities as program representative Support School advancement efforts with provision of content for preparation of advancement materials Collaborate with the Director and university advancement officers in promoting the program as required
Agricultural Education
<ul style="list-style-type: none"> Promotion and advertisement (e.g., developing advertising materials; conducting quarterly Step I/II information sessions) Student recruitment Attend meetings (three times a year) of the State Agricultural Education Unit of the California Department of Education (CDE) Evaluation of candidates for coursework and occupational experience requirements Recommends candidates for an Ag Specialist credential Responds to inquiries from the TeachAg website Review and signatory responsibility for new student admits to the Single Subject and/or Ag Specialist credential programs Student orientation and tracking Creation and signatory responsibility for all aspects of the Ag Specialist (i.e., credential evaluation forms, Special Petitions, etc.) credential requirements Student academic advisement Writing and annual review of program handbooks and documents Updating Single Subject and Ag Specialist information on the department website Curricular development and revision of the Ag Specialist credential program as needed Faculty recruitment for Agricultural Education teaching responsibilities Coordinate the Agricultural Education and Communication Advisory Council meetings Attending biweekly meetings with the Director of SOE and other program coordinators Writing and revising accreditation documents for the California Commission on Teacher Credentialing, and the National Council for Accreditation of Teacher Education (NCATE) Acquisition of technology and other instructional materials for the Ag Specialist credential program Ensuring compliance with all program and university academic requirements (e.g., admissions, degree milestones, etc.) Preparation of reports and other documents required by various governing bodies and university administrators (e.g., periodic reports to the Dean's office, academic program reviews) Participation in legislative efforts on behalf of Cal Poly State University Representation of the Ag Specialist program at School of Education meetings Collection of data for ongoing program review and assessment Maintaining weekly email and phone correspondence with students and faculty Other duties as assigned by the Dean of the CAFES and COSAM, and the Director of the SOE
Counseling and Guidance
Program Direction of Quality
<ul style="list-style-type: none"> Liaise with the Director and Assessment Coordinator over program review, assessment and accreditation Liaise with the Assessment Coordinator to establish and maintain a program advisory council as required Work with department faculty in curriculum development, review and revision with respect to their program and, in conjunction with the other coordinators, the school as a whole

Roles & Responsibilities, page 6

- Initiate and/or recommend changes in department curriculum
- Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program
- Prepare class schedule for their program in coordination with the SOE Administrative Support Coordinator
- Represent their program area in required external reviews of curricula and assessment of learning outcomes
- In collaboration with the Director, assist the university articulation officer to review and maintain articulation agreements
- Collaborate with Director on faculty recruitments within their program
- Maintain program listing in the "Directory of preparing student affairs professionals" maintained by the American College Personnel Association (ACPA).
- Collection of data for ongoing program review and assessment;
- Faculty recruitment for C&G teaching responsibilities
- Chairing the C&G Advisory Council
- Coordination of student research activities with Cal Poly's IRB
- Writing and revising documents that pertain to the alignment with standards for the *Masters-Level Student Affairs Administration Preparation Programs* in the Council for the Advancement of Standards (CAS) in Higher Education. Arranging and delivering an "external" review
- Acquisition of technology and other instructional materials for the C&G program

Administration of Program

- Ensure that temporary faculty in their program area are oriented to the goals of the program
- Support temporary faculty & refer them to Director when necessary to ensure they are familiar with the criteria upon which their performance will be evaluated
- Conduct meetings of program area faculty to attend to the business of their program
- Attend meetings of school Program Coordinators
- Liaise with the Director on faculty workload, release time, assigned time
- Ensure proper maintenance of program records, including the security of those documents deemed sensitive or confidential
- Promote open communication, and encourage faculty involvement in the advancement of the program area
- Collaborate with Clinical Practice Coordinator, school principals, teachers, and district offices as appropriate to ensure quality placements.
- Admissions - Review and signatory responsibility for new student admits and students who are denied admission to the C&G program; This includes a "paper" screen, individual interview and follow up reference phone calls as needed
- Coordinate with School of Education central office on admissions procedures
- Maintaining weekly email and phone correspondence with students and faculty
- Representation of the C&G program on the Cal Poly Graduate Studies Committee
- Creation and signatory responsibility for all C&G paperwork (i.e., Formal Study Plans, Advancement to Candidacy, Special Petitions, etc.)
- Preparation of reports and other documents required by various governing bodies and university administrators (e.g., periodic reports to the Dean's office)
- Ensuring compliance with all program and university academic requirements (e.g., admissions, degree milestones, etc.) Including development and evaluation of Comprehensive Examination

Advising and Student Success

- Oversee effective and ongoing advising for students in their program
- Oversee the maintenance of a Student Handbook and other advising and curriculum materials
- Advise students about program requirements and career objectives
- Recommend action on student admissions, dismissals & petitions; assist in the resolution of student academic issues toward student success to minimize instances of probation/dismissal
- Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues
- Student orientation and tracking; New student orientation planning as required, track students to ensure timely graduation and prevent student attrition
- Assign academic advising responsibilities

Roles & Responsibilities, page 7

Program Marketing & Recruitment
<ul style="list-style-type: none"> • Collaborate with Director and SOE Staff on marketing plan development and student recruitment initiatives and materials • Represent program at recruiting events • Communicate directly or indirectly their program's academic goals, offerings, and requirements to prospective and current students • Student recruitment (including fielding all inquiries made by phone or email, arranging individual interviews and allowing prospective students the opportunity to "sit in" classes • Updating C&G information on the School website
Community Engagement
<ul style="list-style-type: none"> • Publicize the program and recruit prospective students where appropriate • Visit placement sites for clinical practice/internships • Participation in legislative efforts on behalf of the Counseling/Student Affairs profession • Maintaining and developing appropriate fieldwork sites for students
Advancement
<ul style="list-style-type: none"> • Communicate program needs to Director who retains primary responsibility for advancement • Support School-wide advancement activities as program representative • Support School advancement efforts with provision of content for preparation of advancement materials • Collaborate with the Director and university advancement officers in promoting the program as required
Curriculum and Instruction
General Responsibilities – Assure development and direction of quality academic programs
<ul style="list-style-type: none"> • Liaise with the Director and Assessment Coordinator over program review, assessment and accreditation • Liaise with the Assessment Coordinator to establish and maintain a program advisory council as required • Work with department faculty in curriculum development, review and revision with respect to their program and, in conjunction with the other coordinators, the school as a whole • Initiate and/or recommend changes in department curriculum • Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program • Prepare class schedule for their program in coordination with the SOE Administrative Support Coordinator • Represent their program area in required external reviews of curricula and assessment of learning outcomes • In collaboration with the Director, assist the university articulation officer to review and maintain articulation agreements • Collaborate with Director on faculty recruitments within their program
Administration of Program
<ul style="list-style-type: none"> • Ensure that temporary faculty in their program area are oriented to the goals of the program • Support temporary faculty & refer them to Director when necessary to ensure they are familiar with the criteria upon which their performance will be evaluated • Conduct meetings of program area faculty to attend to the business of their program • Attend meetings of school Program Coordinators • Liaise with the Director on faculty workload, release time, assigned time • Ensure proper maintenance of program records, including the security of those documents deemed sensitive or confidential • Promote open communication, and encourage faculty involvement in the advancement of the program area
Advising and Student Success
<ul style="list-style-type: none"> • Oversee effective and ongoing advising for students in their program • Oversee the maintenance of a Student Handbook and other advising and curriculum materials • Advise students about program requirements and career objectives • Recommend action on student admissions, dismissals & petitions; assist in the resolution of student academic issues toward student success to minimize instances of probation/dismissal

Roles & Responsibilities, page 8

<ul style="list-style-type: none"> Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues
Program Marketing & Recruitment
<ul style="list-style-type: none"> Collaborate with Director and SOE Staff on marketing plan development and student recruitment initiatives and materials Represent program at recruiting events Communicate directly or indirectly their program's academic goals, offerings, and requirements to prospective and current students
Community Engagement
<ul style="list-style-type: none"> Publicize the program and recruit prospective students where appropriate Visit placement sites for clinical practice/internships Collaborate with the SOE Clinical Practice Coordinator to ensure accurate record keeping
Advancement
<ul style="list-style-type: none"> Communicate program needs to Director who retains primary responsibility for advancement Support School-wide advancement activities as program representative Support School advancement efforts with provision of content for preparation of advancement materials Collaborate with the Director and university advancement officers in promoting the program as required
Educational Leadership and Administration
General Responsibilities – Assure development and direction of quality academic programs
<ul style="list-style-type: none"> Liaise with the Director and Assessment Coordinator over program review, assessment and accreditation Liaise with the Assessment Coordinator to establish and maintain a program advisory council as required Work with department faculty in curriculum development, review and revision with respect to their program and, in conjunction with the other coordinators, the school as a whole Initiate and/or recommend changes in department curriculum Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program Prepare class schedule for their program in coordination with the SOE Administrative Support Coordinator Represent their program area in required external reviews of curricula and assessment of learning outcomes In collaboration with the Director, assist the university articulation officer to review and maintain articulation agreements Collaborate with Director on faculty recruitments within their program Student orientation and tracking; Chairing the ELAP Advisory Council and arranging meetings, agenda, etc. Writing and revising accreditation documents for the California Commission on Teacher Credentialing Acquisition of technology and other instructional materials for the ELAP Coordination of student research activities with Cal Poly's IRB Preparation of reports and other documents required by various governing bodies and university administrators (e.g., Academic Program Review, periodic reports to the Dean's office) Collection of data for ongoing program review and assessment
Administration of Program
<ul style="list-style-type: none"> Ensure that temporary faculty in their program area are oriented to the goals of the program Support temporary faculty & refer them to Director when necessary to ensure they are familiar with the criteria upon which their performance will be evaluated Conduct meetings of program area faculty to attend to the business of their program Attend meetings of school Program Coordinators Liaise with the Director on faculty workload, release time, assigned time

Roles & Responsibilities, page 9

<ul style="list-style-type: none"> • Ensure proper maintenance of program records, including the security of those documents deemed sensitive or confidential • Promote open communication, and encourage faculty involvement in the advancement of the program area • Collaborate with Clinical Practice Coordinator, school principals, teachers, and district offices as appropriate to ensure quality placements. • Student recruitment (including individual interviews) • Review and signatory responsibility for new student admits to the ELAP • Signatory responsibility for all ELAP paperwork (i.e., Formal Study Plans, Advancement to Candidacy, Special Petitions, etc.) • Representing the ELAP on the SOE Coordinating Council, Assessment Committee, and other School committees as needed • Class scheduling and room assignments (in conjunction with SOE scheduler) • Ensuring compliance with all program and university academic requirements (e.g., admissions, degree milestones, etc.) • Representation of the ELAP on the Cal Poly Graduate Studies Committee • Maintaining weekly email and phone correspondence with students and faculty • Other duties as assigned by the Director
Advising and Student Success
<ul style="list-style-type: none"> • Oversee effective and ongoing advising for students in their program • Oversee the maintenance of a Student Handbook and other advising and curriculum materials • Advise students about program requirements and career objectives • Recommend action on student admissions, dismissals & petitions; assist in the resolution of student academic issues toward student success to minimize instances of probation/dismissal • Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues
Program Marketing & Recruitment
<ul style="list-style-type: none"> • Collaborate with Director and SOE Staff on marketing plan development and student recruitment initiatives and materials • Represent program at recruiting events • Communicate directly or indirectly their program's academic goals, offerings, and requirements to prospective and current students • Updating ELAP information on the School website
Community Engagement
<ul style="list-style-type: none"> • Publicize the program and recruit prospective students where appropriate • Visit placement sites for clinical practice/internships • Collaborate with the SOE Clinical Practice Coordinator to ensure accurate record keeping • Attending monthly SLO County Superintendents' Council meetings • Participation in legislative efforts on behalf of the ELAP
Advancement
<ul style="list-style-type: none"> • Communicate program needs to Director who retains primary responsibility for advancement • Support School-wide advancement activities as program representative • Support School advancement efforts with provision of content for preparation of advancement materials • Collaborate with the Director and university advancement officers in promoting the program as required
Spanish Authorization in Bilingual Education
General Responsibilities – Assure development and direction of quality academic programs
<ul style="list-style-type: none"> • Liaise with the Director and Assessment Coordinator over program review, assessment and accreditation • Liaise with the Assessment Coordinator to establish and maintain a program advisory council as required • Work with department faculty in curriculum development, review and revision with respect to their program and, in conjunction with the other coordinators, the school as a whole • Initiate and/or recommend changes in department curriculum • Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program

Roles & Responsibilities, page 10

<ul style="list-style-type: none"> • Prepare class schedule for their program in coordination with the SOE Administrative Support Coordinator • Represent their program area in required external reviews of curricula and assessment of learning outcomes • In collaboration with the Director, assist the university articulation officer to review and maintain articulation agreements • Collaborate with Director on faculty recruitments within their program
Administration of Program
<ul style="list-style-type: none"> • Ensure that temporary faculty in their program area are oriented to the goals of the program • Support temporary faculty & refer them to Director when necessary to ensure they are familiar with the criteria upon which their performance will be evaluated • Conduct meetings of program area faculty to attend to the business of their program • Attend meetings of school Program Coordinators • Liaise with the Director on faculty workload, release time, assigned time • Ensure proper maintenance of program records, including the security of those documents deemed sensitive or confidential • Promote open communication, and encourage faculty involvement in the advancement of the program area
Advising and Student Success
<ul style="list-style-type: none"> • Oversee effective and ongoing advising for students in their program • Oversee the maintenance of a Student Handbook and other advising and curriculum materials • Advise students about program requirements and career objectives • Recommend action on student admissions, dismissals & petitions; assist in the resolution of student academic issues toward student success to minimize instances of probation/dismissal • Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues
Program Marketing & Recruitment
<ul style="list-style-type: none"> • Collaborate with Director and SOE Staff on marketing plan development and student recruitment initiatives and materials • Represent program at recruiting events • Communicate directly or indirectly their program's academic goals, offerings, and requirements to prospective and current students
Community Engagement
<ul style="list-style-type: none"> • Publicize the program and recruit prospective students where appropriate • Visit placement sites for clinical practice/internships • Collaborate with the SOE Clinical Practice Coordinator to ensure accurate record keeping
Advancement
<ul style="list-style-type: none"> • Communicate program needs to Director who retains primary responsibility for advancement • Support School-wide advancement activities as program representative • Support School advancement efforts with provision of content for preparation of advancement materials • Collaborate with the Director and university advancement officers in promoting the program as required
Special Education
General Responsibilities – Assure development and direction of quality academic programs
<ul style="list-style-type: none"> • Liaise with the Director and Assessment Coordinator over program review, assessment and accreditation • Liaise with the Assessment Coordinator to establish and maintain a program advisory council as required • Work with department faculty in curriculum development, review and revision with respect to their program and, in conjunction with the other coordinators, the school as a whole • Initiate and/or recommend changes in department curriculum • Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program

- Prepare class schedule for their program in coordination with the SOE Administrative Support Coordinator
- Represent their program area in required external reviews of curricula and assessment of learning outcomes
- In collaboration with the Director, assist the university articulation officer to review and maintain articulation agreements
- Collaborate with Director on faculty recruitments within their program
- Student orientation and tracking
- Placement of students in schools
- Placement of students with families involving family recruitment as well as review of intake paperwork and family visitations for "goodness of fit"
- Monitoring of family placements
- Management of Autism Inquiry Project consent forms and videotaped footage
- Writing and reading comprehensive examinations
- Chairing and arranging annual meeting of the SPED Advisory Council
- Writing and revising accreditation documents for the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education (NCATE)
- Acquisition of technology and other instructional materials for the SPED
- Ensuring compliance with all program and university academic requirements (e.g., admissions, degree milestones, etc.)
- Collection of data for ongoing program review and assessment
- Coordinating multiple subject teacher preparation content in special education with MS faculty

Administration of Program

- Ensure that temporary faculty in their program area are oriented to the goals of the program
- Support temporary faculty & refer them to Director when necessary to ensure they are familiar with the criteria upon which their performance will be evaluated
- Conduct meetings of program area faculty to attend to the business of their program
- Attend meetings of school Program Coordinators
- Liaise with the Director on faculty workload, release time, assigned time
- Ensure proper maintenance of program records, including the security of those documents deemed sensitive or confidential
- Promote open communication, and encourage faculty involvement in the advancement of the program area
- Collaborate with Clinical Practice Coordinator, school principals, teachers, and district offices as appropriate to ensure quality placements.
- Interview potential candidates
- Review files of potential candidates
- Admission of candidates
- Review and signatory responsibility for new student admits to the SPED Program
- Creation and signatory responsibility for all SPED student paperwork (i.e., Formal Study Plans, Credential Study Plans, Advancement to Candidacy, Special Petitions, etc.)
- Meetings and monitoring of school-based placements
- Liaison with credential analysts, school districts, and the County Office of Education
- Evaluating candidate portfolios
- Writing and annual review of school-based program handbook
- Writing and annual review of inquiry project handbook
- Class scheduling and room assignments (in conjunction with SOE scheduler)
- Preparation of reports and other documents required by various governing bodies and university administrators (e.g., periodic reports to the Dean's office)
- Representation of the SPED program at School of Education meetings
- Representation of the SPED on the Cal Poly Graduate Studies Committee
- Maintaining weekly email and phone correspondence with students and faculty
- Other duties as assigned by the Dean

Advising and Student Success

- Oversee effective and ongoing advising for students in their program
- Oversee the maintenance of a Student Handbook and other advising and curriculum materials
- Advise students about program requirements and career objectives

Roles & Responsibilities, page 12

<ul style="list-style-type: none"> • Recommend action on student admissions, dismissals & petitions; assist in the resolution of student academic issues toward student success to minimize instances of probation/dismissal • Understand the student rights and responsibilities with respect to grade petitions, fairness board, plagiarism, and disciplinary issues • Coordination of student research activities with Cal Poly's IRB
Program Marketing & Recruitment
<ul style="list-style-type: none"> • Collaborate with Director and SOE Staff on marketing plan development and student recruitment initiatives and materials • Represent program at recruiting events • Communicate directly or indirectly their program's academic goals, offerings, and requirements to prospective and current students • Promotion and advertisement (e.g., developing advertising materials; recording podcasts, conducting information sessions on campus and off campus; responding to inquiries – Skype, phone and email—circa 400 per year) • Student recruitment • Updating SPED information on the SOE website
Community Engagement
<ul style="list-style-type: none"> • Publicize the program and recruit prospective students where appropriate • Visit placement sites for clinical practice/internships • Collaborate with the SOE Clinical Practice Coordinator to ensure accurate record keeping • Dissemination of Autism Inquiry Project to community
Advancement
<ul style="list-style-type: none"> • Communicate program needs to Director who retains primary responsibility for advancement • Support School-wide advancement activities as program representative • Support School advancement efforts with provision of content for preparation of advancement materials • Collaborate with the Director and university advancement officers in promoting the program as required

School of Education Staff	
Assessment Coordinator	
Support for Program Assessment	
	<ul style="list-style-type: none"> • Support programs in developing and maintaining assessment plans, LO's, evaluation tools, analysis, and program curriculum • Support programs in designing and tracking embedded assessments • Support programs in data collection and tracking through Lime • Support programs in understanding and complying with evolving standards/accreditation, identify gaps and areas of need, make recommendations
Assessment & Accreditation Reports	
	<ul style="list-style-type: none"> • Manage development of SOE Annual Report and newsletter • Manage development of AAP&P Annual Assessment Plans & Reports (for Grad Ed programs) • Manage development of all CTC Accreditation reports (Annual data reports, Preconditions reports, Program Review reports, Common Standards reports, Site Visit reports)
Regular Data Gathering & Analysis	
	<ul style="list-style-type: none"> • Analyze Clinical Practice Evaluations/Feedback data and provide quarterly/annual reports • Develop and analyze annual Employee Satisfaction/Engagement Survey and provide reports • Track and analyze edTPA/CalAPA, provide score release reports and yearly summative reports • Support CTC/CTQ/CSU requests for system-wide data and survey administration
Facilitate Unit-wide Program Improvement	
	<ul style="list-style-type: none"> • Develop and maintain process documents and workflows to guide unit-wide assessment • Support development and implementation of assessment program & multi-year cycle • Facilitate data-driven conversations, presentations, and professional development • Manage SOE Staff and Faculty Resources Wiki platform
Additional Roles	
	<ul style="list-style-type: none"> • Designated SOE representative on Academic Assessment Council • Designated SOE representative to CSM Assessment Committee • Designated SOE representative to CTQ and EdQ DataView dashboard • Designated SOE representative to edTPA • SOE point person for CTC Accreditation
Clinical Practice Coordinator – Multiple Subject, Single Subject and Special Education	
Teacher Candidate Placements	
	<ul style="list-style-type: none"> • Support recruitment, assignment and orientation for cooperating teachers • Support recruitment, assignment and orientation for university supervisors • Maintain and update records of placements and contact information • Serve as single contact person for Teacher Candidates, Cooperating Teachers and University Supervisors across the SOE • Collaborate with Program Coordinators to visit schools, meet partners, and build relationships with teachers, administrators and district leaders • Attend meetings at the San Luis Obispo County Office of Education (SLOCOE) on behalf of the SOE to develop and maintain relationships central to making clinical practice placements.
Program Support and Development	
	<ul style="list-style-type: none"> • Develop and maintain system for applications and evaluation of potential cooperating teachers and university supervisors, consistent with new CTC standards • Develop and deliver regular trainings and professional development opportunities to cooperating teachers and university supervisors, consistent with new CTC standards • Develop and maintain systematic documentation of clinical practice programs, including MOUs, handbooks, trainings, placement hours and other requirements for accreditation • Oversee planning of major Clinical Practice events, including mock IEP scenarios, mock interviews and Advisory Committee meetings • Support and facilitate deeper engagement between the College and our local schools
Other	
	<ul style="list-style-type: none"> • Perform other job-related duties and special projects as assigned • Attend training and maintain skill currency as appropriate to safely and effectively complete assignments •

Roles & Responsibilities, page 14

Credential Analyst – Michelle
Student Assistance and Advising
<ul style="list-style-type: none"> • Advise candidates from pre-admission to the university through post-graduation. • Provide assistance with making sure candidates make successful progress towards obtaining their credential objective. • Advisor to the credential program candidates • Veterans Verification Paperwork • Represent the SOE to ensure equity in all relations with students and to ensure that students are informed of all pertinent information affecting their progress and successful completion • Out of State Verifications
Applications and Admissions
<ul style="list-style-type: none"> • Oversee admissions process with coordinators & admissions office • Develop, coordinate and maintain SOE processes relevant to admissions, student success and data retention for all SOE programs. • Oversee the CalState Apply application process for the SOE
Class Scheduling and Registration
<ul style="list-style-type: none"> • Issue student specific permission codes • Email cohorts instructing students as to which courses they should enroll • Assist students with registration questions • Confer with Program Coordinators and make scheduling recommendations beneficial to students, SOE and program • In collaboration with SOE Director's ASC make scheduling adjustments as needed
Coding and Reporting
<ul style="list-style-type: none"> • Address credential Code Errors (ERSS, ERSA etc.) • Credential Issuance Coding • Credential Admission Coding/Matriculation • Credential Completer Coding • ERST reporting to the Chancellor's Office
Credentialing
<ul style="list-style-type: none"> • MA and Credential Program Advising • Credential Program Admission (University and Program) • Credential Evaluation (Admission through completion) • Credential Program Information Meetings and Classroom visits • Alert faculty, staff and appropriate campus constituencies to credentialing issues and initiatives. • SOE accreditation compliance issues (shared with Director & assessment coordinator) • Campus representative to CTC - Authorized Designee/Submitter: CTC Designation • Backup MA Program Support
Outreach and Marketing
<ul style="list-style-type: none"> • Coordinate SOE Recruitment efforts • Develop program specific information for brochures, flyers, etc. • Marketing/Promotional item maintenance • Coordinate/Attend Graduate Fairs
Other
<ul style="list-style-type: none"> • Address SOE email questions and concerns • Cal Poly TEACH grant contact
Credential Analyst – Vacant
Applications and Admissions
<ul style="list-style-type: none"> • Admission Office Contact/Issues – develop new admission process with coordinators with the new Supplementary/Subject Matter Authorization • CalstateApply application • SABE applications
Credentialing
<ul style="list-style-type: none"> • MA and Credential Program Advising • Credential Program Admission (University and Program) • Credential Evaluation (Admission through completion) • Credential Program Information Meetings and Classroom visits • Backup MA Program Support

Roles & Responsibilities, page 15

Coding and Reporting
<ul style="list-style-type: none"> • Address credential Code Errors (ERSS, ERSA etc.) • Credential Issuance Coding • Credential Admission Coding/Matriculation • Credential Completer Coding • ERST reporting to the Chancellor's Office
Credential Office Administrative Support
Student Assistance
<ul style="list-style-type: none"> • Answer student inquiries or direct to appropriate personnel for assistance • Issue student specific permission codes • Assist students with registration process
Building Coordinator and Telephone Administrator
<ul style="list-style-type: none"> • Submit all unit facilities and maintenance requests • General facility issue problem solving and reporting • Facilitate all phone moves and changes • Facilitate all copier and appliance maintenance and repairs • Key Shop contact for new/continuing faculty/staff
Program Support
<ul style="list-style-type: none"> • MA Program Administrative Support • Support to Credential Analysts • Record keeping for credential programs • Enrollment support to all programs • Facilitate student evaluation of faculty • Track clinical practice/student teaching placements and provide information to Director's Office
General Office Tasks
<ul style="list-style-type: none"> • Answer phones • Address SOE email inquiries • Order supplies
Other
<ul style="list-style-type: none"> • Assist with unit and program event coordination • Complete surplus paperwork/process for furniture and equipment to be sent to surplus dept. • Backup Director's Administrative Support
Director's Office Administrative Support
Budget Management
<ul style="list-style-type: none"> • Maintain special program funds (CBF, EAP, IRAs, MCF) • Maintain faculty relocation and start-up funds • Track donations • Process all travel claims, hospitality and reimbursement forms • Process all faculty and guest speaker pay forms
Personnel Processes
<ul style="list-style-type: none"> • Process part-time faculty contracts • Process worker's comp., leave and separation forms • Submit and track faculty assigned/release time and workload • Assist Director and SOE Personnel Committee in facilitation of RPT process • Facilitate hiring process for full-time tenure track and part-time faculty
Scheduling
<ul style="list-style-type: none"> • Consult Program Coordinators in planning quarterly course schedules • Data entry of and changes to course schedules • Maintain classroom schedules (courses and events)
Student Assistant Supervision
<ul style="list-style-type: none"> • Responsible for hiring of all student assistants • Delegate job tasks to appropriate student assistant based on skills and strengths • Approve hours • Collect, interpret and implement faculty feedback

Roles & Responsibilities, page 16

Event Coordination
<ul style="list-style-type: none"> • Assist Director in the coordination of School of Education commencement ceremony • Coordinate other unit and program events as necessary
Other
<ul style="list-style-type: none"> • Facilitate scholarship selection process • Pro-card purchases as necessary • Take minutes for coordinator and governance meetings • Facilitate office moves • Update employee roster and email distribution lists
Instructional Technology Specialist
Instructional Technology Support
<ul style="list-style-type: none"> • Development of instructional media • Provide training to faculty in the use of current technology to meet curriculum goals • Assist faculty with the integration of technology into curriculum/course work
General Technology Support
<ul style="list-style-type: none"> • Desktop/Laptop Support • Peripheral Support • Technology Checkout/Lending • Technology purchasing • Inventory Management • Database Support & Management • Server Management
AV Support
<ul style="list-style-type: none"> • Smart room support • AV Checkout/Lending
Data Reporting
<ul style="list-style-type: none"> • Ad-Hoc Data Reports • Title II Reporting
Assessment Technology Support
<ul style="list-style-type: none"> • Lime forms • Online reports • Data extracts and reporting
Web Development
<ul style="list-style-type: none"> • Administration of the SOE website • Provision of user access • Development of new content and structure
Technical Liaison
<ul style="list-style-type: none"> • CITC Representative

APPENDIX D.
SOE GOVERNANCE DOCUMENT



CAL POLY
School of Education

School of Education Governance Document

Adopted: By Unanimous Vote of the Governance Community on September 15th, 2011
Amended: By Unanimous Vote of the Governance Community on January 13th, 2012
Amended: By Unanimous Vote of the Governance Community on September 10th, 2012
Amended: By Unanimous Vote of the Governance Community on May 30th, 2014

Amended: By Unanimous Vote of the Governance Community on September 20th, 2016

ADMINISTRATIVE STRUCTURE OF THE SCHOOL OF EDUCATION

The School of Education prepares teachers and other education professionals for service in P-12 schools, community colleges, universities, and affiliated educational occupations. The School, which is neither an independent college nor a traditional academic department, is housed within the College of Science and Mathematics and operates as a semi-autonomous academic unit under the jurisdiction of the Dean of the College of Science and Mathematics.

Because of its unique mission, the School of Education is led by a Director who bears responsibility for all education credentialing programs at the University. The Director of the School reports directly to the Dean of the College of Science and Mathematics who functions as the academic administrator for all programs within the College of Science and Mathematics.

The Director of the School of Education is responsible for day-to-day operation of the School, including managing the School's budget allotment from the College of Science and Mathematics. All faculty and staff whose appointments reside in the School report directly to the Director of the School. Faculty in other colleges and departments involved with credentialing matters report indirectly to the Director of the School through the administrators of their respective colleges or departments.

ARTICLE I - VISION AND MISSION STATEMENTS, DISPOSITIONS, AND AUTHORIZATION

SECTION 1 – Vision Statement

School of Education programs support the development of qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

SECTION 2 – Mission Statement

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

SECTION 3 – Dispositions

The dispositions adopted by the School of Education identify behaviors that all members and students are expected to model:

3.1 Professionalism – All members and students are expected to model professionalism at all times, particularly in the areas of: Responsibility and Accountability; Creating Positive Climate

3.1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

3.1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

3.2 Ethical Practice – All members and students are expected to engage in Ethical Practice, particularly with respect to: Cultural and Community Responsivity and Collaboration

3.2.1 Cultural and Community Responsivity — Promotes respect for self, students, families, community and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for

SOE Governance Document, Page 2

effectively and respectfully teaching and mentoring people whose culture differs from their own.

3.2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

3.3 Shaping Change — All members and students are expected to engage in Shaping Change by promoting: Inquiry and Innovation, and Social Justice.

3.3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.3.2 Social Justice — Seeks to understand the way privilege and inequity operate in education at the individual, school and societal level. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empower others to achieve organizational and personal goals.

SECTION 4 – Authorization

No part of this governance document is to be construed as overriding or negating provisions of the Campus Administrative Policies (CAP) of California Polytechnic State University San Luis Obispo, any article of the Collective Bargaining Agreement (CBA) between the California Faculty Association and the Trustees of the California State University, or the College of Science and Mathematics Personnel Policies, Procedures, and Evaluation Criteria. In any case of apparent conflict, provisions of the University CAP and/or the CBA will prevail; nothing in this document is intended to alter or extend the CBA.

ARTICLE II - MEMBERSHIP AND GOVERNANCE

SECTION 1 – School of Education Membership

The School of Education (referred to as the “SOE”) is a unique unit on campus, it has a strong academic focus through its Master’s Degrees and an essential professional focus through its various credential programs. The SOE is committed to creating and maintaining a process of shared governance. Within this context of shared governance, the SOE establishes this document setting forth the expectations and responsibilities of its members.

Because the SOE embraces an all-university approach to preparing education professionals, its membership consists of:

- All SOE faculty whose tenure-track lines reside within the School of Education,
- All SOE staff and administrators,
- All SOE Program Coordinators and Single Subject Advisors,
- All SOE Full-time Lecturers, and
- All SOE program members (including part-time lecturers) as defined in Section 1.3

1.1 Teacher Education Group – Membership of the teacher education group will include but not be limited to the following Program Members:

- Agriculture Specialist Credential Program members
- Bilingual Authorization Program members
- Curriculum and Instruction Program members
- Educational Leadership and Administration Program members
- Multiple Subject Credential Program members
- Single Subject Credential Program members
- Special Education Program members

1.2 Master’s Programs in Education Group – Membership of the master’s programs in education will include but not be limited to the following MA Education Specialization program members:

- MA Education Specialization Counseling & Guidance
- MA Education Specialization Curriculum & Instruction
- MA Education Specialization Educational Leadership and Administration

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- MA Education Specialization Special Education

1.3 **SOE Programs** – Membership within an SOE program will be determined by the program area faculty under the guidance of the program area Coordinator. Each program will elect a coordinator. For the purposes of this document an SOE program will constitute any degree program and/or credential program for which the SOE is collectively responsible; those programs currently are:

- 1.3.1 Agriculture Specialist Credential Program
- 1.3.2 MA Counseling & Guidance
- 1.3.3 MA Curriculum & Instruction
- 1.3.4 Educational Leadership & Administration Program (ELAP) – MA and Administrative Services Credential
- 1.3.5 Multiple Subjects Credential Program
- 1.3.6 Single Subject Credential Program
- 1.3.7 Spanish Authorization in Bilingual Education (SABE) Program (Added Authorization)
- 1.3.8 Special Education (SPED) – MA and Education Specialist Credential

SECTION 2 - The Role, Responsibilities, and Function of Program Coordinators

- 2.1 It is the responsibility of each SOE program to elect a program coordinator who represents their interests at the SOE Coordinating Council meetings.
- 2.2 The role of the program coordinator is to oversee and maintain the daily operations of the program. The coordinator will:
 - 2.2.1 Serve on the SOE Coordinating Council;
 - 2.2.2 Represent the interests of the program and its constituents;
 - 2.2.3 Facilitate two-way communication between program constituents and the Coordinating Council including the Director;
 - 2.2.4 Where required establish an Advisory Council for their program;
 - 2.2.5 Submit a representative list of their annual program membership to the Director by the end of week four of each fall quarter. This will be used to establish a quorum for voting at The SOE All School Meeting.
- 2.3 Program coordinators will generally serve a two-year term but may serve multiple terms if elected to do so by the program membership.
- 2.4 A comprehensive list of duties for each program coordinator will be included in coordinator job descriptions. These job descriptions will be kept on file in the SOE Director's Office.

SECTION 3 – SOE All School Meeting

- 3.1 **Purpose** – The *SOE All School Meeting* is designed to accomplish shared governance and will include a comprehensive share-out by each SOE program. It will include all members of SOE for the purpose of discussion, collaboration, debate and decision making. The meeting for the School of Education is attended by all program faculty and staff **as defined in Section 1**. Agenda items are brought by program coordinators, faculty or staff and prioritized by the Director in consultation with the coordinators. This meeting will also provide a forum for project directors from externally funded projects to present initiatives for inclusion within SOE programs, to discuss collaborations and areas of importance. In addition, The *SOE All School Meeting* provides operational problem solving and decision-making for accomplishing the business of the School of Education.
- 3.2 **Organization** – The *SOE All School Meeting* are the home for unit wide discussion of SOE business; it is the shared responsibility of program area faculty and staff to bring forward agenda items for discussion.
- 3.3 **Meeting Content** – The *SOE All School Meetings* will be chaired by the Director and will address matters that include but are not limited to:
 - 3.3.1 Administrative policies and procedures;
 - 3.3.2 Academic planning, curriculum development, assessment, and evaluation;
 - 3.3.3 Budget and resource issues;
 - 3.3.4 Unit wide strategic planning in collaboration with the SOE Advisory Committee;
 - 3.3.5 All standing committees will regularly report to the SOE All School Meeting;
 - 3.3.6 All other duties recommended by the membership or assigned by the Director.
- 3.4 **Voting** – For a vote to be held, a simple majority of members will constitute a quorum. Once a quorum is established by those present, voting may continue even though some members are no longer present.

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3.4.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.

3.4.2 Proxy votes will be permitted.

3.5 **Meeting Schedule** – An *SOE All School Meeting* will be held once or twice each quarter from September until June to conduct business. Additional meetings may be called by the Director or by a simple majority by SOE Members.

3.5.1 *SOE All School Meetings* will follow a consistent schedule that facilitates shared governance. A master calendar of meetings will be published by the Director at the beginning of each quarter.

3.5.2 The Director of the School of Education, in collaboration with the *SOE Coordinating Council*, will prepare an agenda for each meeting. The agendas and supporting documents will be distributed electronically to all SOE Members: Copies of the agenda and supporting documents for each meeting will be stored in the SOE Assessment System and will become a permanent record of the *SOE All School Meeting* activities.

3.5.3 Minutes of the *SOE All School Meeting*, including a list of members present, absent, or excused, will be recorded by an appropriate member of the SOE staff. Copies of the minutes will be distributed electronically to all SOE members and will be approved at the beginning of each subsequent meeting. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of the *SOE All School Meeting* activities.

SECTION 4 – The SOE Coordinating Council

4.1 **Purpose** - The role of the *SOE Coordinating Council* is to provide specific operational problem solving and decision-making for accomplishing the business of the School of Education.

4.2 **Meeting Content** - The responsibilities of the *SOE Coordinating Council* include but are not limited to:

4.2.2 Advising and consulting with the Director on School matters such as:

4.2.2.1 Program administrative policies and procedures;

4.2.2.3 Program budget and resources issues;

4.2.2.4 Guide, advise, and prioritize the School of Education programs in planning strategically around technology needs and implementation.

4.2.2.5 Strategic planning;

4.2.2.6 Coordinating the work of the *SOE All SOE Meeting* including but not limited to: prioritizing agenda items, facilitating communication flow, maintaining focus on SOE needs, and strategic imperatives;

4.2.2.7 Coordinate the organization, support, and funding of school wide and program specific special events

4.2.2.8 SOE Coordinating Council will prepare the agendas for the SOE Advisory Committee and coordinate input from SOE All School Meetings;

4.2.2.9 All other duties recommended by the SOE Membership or assigned by the Director.

4.3 **Membership** - *SOE Coordinating Council* members are as follows:

4.3.1 The coordinators of the eight (8) respective programs within the SOE [Section 1.4];

4.3.2 Liberal Studies Department Chair (1);

4.3.3 Director of the School of Education who will serve as Chair of the Committee (1);

4.3.4 Assessment Coordinator (1);

4.3.5 Credential Office Supervisor (1);

4.3.6 Information Services Director (1);

4.3.7 Guests invited to participate as-needed (e.g., additional professional staff, P-20 partners, Cal Poly Administration).

4.4 **Voting** - A simple majority of The *SOE Coordinating Council* members will constitute a quorum. Once a quorum is established by those present, meetings may continue even though some members are no longer present.

4.4.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.

4.4.2 Proxy votes will be permitted.

4.5 **Meeting Schedule** - The *SOE Coordinating Council* will meet regularly from September until June to conduct business. Additional meetings may be called by the Director or by a majority vote of The *SOE Coordinating Council* members.

4.5.1 Meetings of the *SOE Coordinating Council* will follow a consistent schedule that facilitates maximum participation of its members. A master calendar of meetings will be published by the Director prior to the beginning of each quarter.

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- 4.5.2 The Director of the SOE, in collaboration with the *SOE Coordinating Council*, will prepare an agenda for each meeting. The agendas and supporting documents will be distributed electronically to all SOE members. Copies of agendas and supporting documents will be stored in the SOE Assessment System and will become a permanent record of the SOE Coordinating Council meeting activities.
- 4.5.3 Minutes of The *SOE Coordinating Council* meetings, including a list of members present, absent, or excused, will be recorded by an appropriate member of the SOE staff. Copies of the minutes will be distributed electronically to all SOE members and will be approved at the beginning of each subsequent Coordinating Council meeting. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of Coordinating Council meeting activities.

SECTION 5 – The SOE Advisory Board

- 5.1 **Purpose** - The role of the *SOE Advisory Board* is to provide consultation and guidance for the overall direction and operation of the School of Education. The responsibilities of the SOE Advisory Board members are to:
 - 5.1.1 Attend all meetings of the Advisory Board;
 - 5.1.2 Volunteer to serve on committees as appropriate;
 - 5.1.3 Participate in the process of defining and refining, as necessary, the School's mission, vision, learning outcomes, and dispositions;
 - 5.1.4 Collaborate with the SOE faculty and staff, as appropriate, to provide input to all aspects of SOE operations.
- 5.2 **Membership** - Membership for the *SOE Advisory Board* will be comprised of individuals representing our P-20 partners, including students, alumni, and other education professionals. Official list of members will be kept on file in the SOE Director's Office.
- 5.3 **Meeting Schedule** - The *SOE Advisory Board* will meet once a year to conduct business. Additional meetings may be called by the *SOE Advisory Board*, the Director of the School or by a simple majority vote of SOE Membership.
 - 5.3.1 The Director of the School, in collaboration with the SOE Membership, will prepare an agenda for each meeting of the *SOE Advisory Board*. The agendas and supporting documents will be distributed electronically to all SOE faculty and staff and Advisory Committee members prior to the meeting. Copies of agendas and supporting documents will be stored in the SOE Assessment System and will become a permanent record of Advisory Committee meeting activities.
 - 5.3.2 Minutes of *SOE Advisory Board* meetings, including a list of members present, absent, or excused, will be recorded by an appropriate member of the SOE staff. Copies of the minutes will be distributed electronically to all SOE members and will be approved at the beginning of each subsequent general SOE meeting. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of the *SOE Advisory Board* meeting activities.

ARTICLE III – SOE COMMITTEES

The SOE will maintain the following committees: ***Curriculum, Teacher Education, and Master's Programs in Education***. Ad Hoc Committees may be created as necessary to serve the School of Education and its programs.

SECTION 1 – Curriculum Committee

- 1.1 **Purpose** – The role of the Curriculum Committee is to review all curriculum functions within the School of Education and make recommendations according to the university's curriculum governance procedures. The members of the SOE Curriculum Committee will be elected at the beginning of each academic year. The SOE Curriculum Committee will elect a chair and a representative to the CSM Curriculum Committee.
- 1.2 **Meeting Schedule** - The *SOE Curriculum Committee* will meet regularly from September until June to conduct business. Additional meetings may be called by the Chair of The *SOE Curriculum Committee* members.
- 1.3 **Responsibilities** – The responsibilities of the Curriculum Committee include, but are not limited to the following:
 - 1.3.1 Review course proposals from SOE faculty;
 - 1.3.2 Review, in collaboration with program coordinators, new academic program proposals (e.g., new credentials or graduate degrees);
 - 1.3.3 Review, in collaboration with program coordinators, innovative course delivery methods (e.g., hybrid or online learning);

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- 1.3.4 Communicate curriculum related policies and procedures among SOE, CSM, and Academic Senate subcommittees;
- 1.3.5 Review revisions to the University Catalog to reflect changes in SOE courses, programs, or academic policies;
- 1.3.6 Perform other curriculum duties as determined by the SOE Coordinating Council and Director.
- 1.4 The Curriculum Committee will consist of:
 - 1.4.1 A faculty representative from the following academic programs within the SOE: Multiple Subject, Single Subject, Bilingual Authorization: Spanish, Special Education, Educational Leadership and Administration, Curriculum and Instruction and Counseling and Guidance;
 - 1.4.2 The SOE representative on the CSM Curriculum Committee (this person may also serve as their program representative) (1);
 - 1.4.3 Other members as deemed necessary by the Curriculum Committee.

SECTION 2 – Teacher Education Committee

- 2.1 **Purpose:** The role of the *Teacher Education Committee* is to convene members of the *Teacher Education Group* (identified in Article II, Section 1.1) to promote discussion, collaboration and coordination between the different programs that are engaged in different levels and forms of Teacher Education.
 The *Teacher Education Committee* is the home for multi-disciplinary discussion of teacher education, meetings provide a forum to discuss pertinent issues, best practice, and potential collaboration between and among programs. Multiple and single subject programs, Special Education and funded research projects can use this forum to coordinate their collective efforts toward Teacher Education. The SOE Director will act as Chair for the Teacher Education Committee.
- 2.2 **Meetings** – The *Teacher Education Committee* will meet once or twice each quarter from September until June as required to conduct the business of Teacher Education. Additional meetings may be called by Teacher Education program coordinators or by a majority vote of the *Teacher Education Group* as required.
- 2.3 **Voting** – A simple majority of voting members will constitute a quorum. Once a quorum is established by those present, meetings may continue even though some members are no longer present.
 - 2.3.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.
 - 2.3.2 Proxy votes will be permitted.

SECTION 3 – Master’s Programs in Education Committee

- 3.1 **Purpose:** The role of the *Master’s Programs in Education Committee* is to convene members of the *Master’s Programs in Education Committee* (identified in Article II, Section 1.2) to promote discussion, collaboration and coordination between the different graduate programs housed within the *School of Education*. This committee will provide a forum to discuss areas of collaboration and overlap between programs and faculty. The SOE Director will act as Chair for the Master’s Program in Education Committee.
- 3.2 **Meetings** – The *Master’s Programs in Education Committee* will meet once or twice each quarter from September until June as required to conduct the business of the Masters Programs in SOE. Additional meetings may be called by a Graduate Program Coordinator or by a majority vote of the faculty within the *Master’s Programs in Education Group*.
- 3.3 **Voting** – A simple majority of voting members will constitute a quorum. Once a quorum is established by those present, meetings may continue even though some members are no longer present.
 - 3.3.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.
 - 3.3.2 Proxy votes will be permitted.

SECTION 4 – Ad Hoc Committees

- 5.1 **Purpose** - Ad hoc committees are free-standing groups or sub-committees of standing committees established for short term problem-solving, decision-making, or task completion around a specific issue. Ad hoc committees may be established by the “*SOE Coordinating Council*,” the “*SOE All School Meeting*,” or at the request of the “*SOE Advisory Board*.” Ad hoc committees may be established for any purpose that serves the SOE.
- 5.2 **Meetings** - Ad hoc committees will meet as needed; minutes, including a list of members present, absent, or excused, will be recorded by an appropriate member of the committee. Copies of the minutes will be distributed electronically to

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the coordinating council and a verbal report made at a subsequent *SOE All School Meeting*. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of ad hoc committee activities.

- 5.3 **Voting** - A quorum will be established when a simple majority of its members are present. Once a quorum is established, meetings may continue even though some members are no longer present. Motions will pass by a simple majority of the voting membership present once a quorum has been established. Proxy votes will be permitted.

ARTICLE IV

APPROVAL AND AMENDMENTS

SECTION 1 – Approval of the Governance Document

- 1.1 This Governance Document will be approved upon receipt of a simple majority vote of the eligible voting members at an *SOE All School Meeting* via a secret written ballot.
- 1.2 This Governance Document will become effective immediately upon approval at an *SOE All School Meeting*.
- 1.3 Once approved by the SOE membership, the Governance Document will be sent to the Dean of the College of Science and Mathematics, and the Provost for their approval. Suggested amendments by the Dean or Provost will be reviewed according to Article IV Section 2.

SECTION 2 – Amendments to the Governance Document

- 2.1 **Proposing Amendments** - Amendments may be proposed by any member of the SOE as defined in Article II Section 1; proposed amendments must be endorsed by five or more voting members to be considered.
- 2.2 Proposed amendments will be submitted in writing to the SOE Coordinating Committee. The SOE Coordinating Committee will then schedule a reading of the proposed amendment at the next *SOE All School Meeting*.
- 2.3 Amendments must pass by a simple majority vote of the eligible voting members at an *SOE All School Meeting* via a secret written ballot.
- 2.4 Amendments will become effective immediately upon approval at an *SOE All School Meeting*.
- 2.5 Once amendments are approved by the SOE membership, the Amended Governance Document will be sent to the Dean of the College of Science and Mathematics, and the Provost for their approval.

APPENDIX E.

CAL POLY'S POLICY ON RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

STATEMENT ON DIVERSITY

The following excerpts are taken from *The Cal Poly Statement on Diversity*, which has been endorsed by the Cal Poly Academic Senate Resolution AS-506-98/DTF:

"At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. The ultimate product of universities is education in the broadest sense, including preparation for life in the working world." In this regard, it is in the compelling interest of Cal Poly, the State, and the Nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences."

"Cal Poly's commitment to diversity signals an affirmation of the highest educational goals for this University, including mutual respect, civility, and engaged learning."

POLICIES ON THE RIGHTS OF INDIVIDUALS

Cal Poly is a community enriched by individual differences. The University is committed to respecting and protecting the rights of individuals. This section presents a summary of University non-discrimination policies and procedures for pursuing complaints under these policies. The office of Employment Equity, working with the Inclusive Excellence Council, has been designated to oversee and coordinate implementation of campus non-discrimination policies. Except where otherwise indicated, procedures for reporting incidents of discrimination can be found in "Reporting Guidelines."

NON-DISCRIMINATION POLICY

Cal Poly does not discriminate in admission or access to, or treatment or employment in, its programs and activities, including intercollegiate athletics. Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of:

- Race
- Color
- Ethnicity
- National Origin
- Age
- Religion
- Sex
- Sexual Orientation
- Gender Identity
- Marital Status
- Physical Disability
- Mental Disability
- Medical Condition
- Veteran Status (as defined by the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, as amended)

APPENDIX F.

TABLE OF FACULTY PARTICIPATION IN K-12 SETTINGS

All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

The following table includes evidence and examples of instructional personnel participation in K-12 settings. Per the exemption indicated in the precondition, this table does **not** include faculty members whose reporting lines are not part of the School of Education (including all AgEd faculty whose reporting lines reside in the College of Agriculture, and several secondary education faculty whose reporting lines rest with their subject area department). The table also does **not** include adjunct faculty who serve only as Clinical Practice Supervisors, as these are non-instructional roles. However, all Clinical Practice Supervisors have extensive participation in K-12 settings as they supervise teacher candidates in the field.

Multiple Subject Teacher Education Program	
Bauer, Julee Program Coordinator, Literacy/Bilingual Education Lecturer	<ul style="list-style-type: none"> o Clinical Practice Supervisor for 5 teacher candidates o Facilitated a cross-district teacher collaboration between teachers in a rural and suburban district o Attended a week-long literacy training at Columbia University with teachers from a partner school district o Served as Multiple Subject Placement Coordinator (Communicated with principals, cooperating teachers and personnel directors) o School visitations-Every quarter I visit the classrooms where all clinical practice I candidates are student teaching. o Presented on guided reading practices to the teaching staff at Mary Buren Elementary
Delbridge, Annie Elementary Education Lecturer	<ul style="list-style-type: none"> o Supervised activity section for EDUC 428 – literacy fieldwork located at Baywood Elementary school (Fall 2016)
Flushman, Tanya Elementary Literacy Education Assistant Professor	<ul style="list-style-type: none"> o Bechtel/NGEI LMUSD/Cal Poly Partnership grant: PI, 2016-present. Includes providing trainings to K-12 teachers at their local school sites and collaboration with administrators to develop and implement trainings and grant partnership efforts. o Research: Integrating Science and Literacy 4th grade classrooms (SLCUSD), 2014-2016
Jensen, Jessica Elementary Math Education Assistant Professor	<ul style="list-style-type: none"> o Worked with a rural school district in Iowa through an MSP grant funded project- The Iowa Mathematics Proficiency Project (I-MaP2). Developed and delivered professional development to grades 3-5 mathematics teachers to help them develop their content knowledge and incorporate reasoning and modeling practices in their mathematics course. Conducted observations in classrooms and taught lessons to students and/or co-taught lessons with the teachers in the program. o Homeschooled mathematics students over the past 5 years, teaching mathematics for students in grades 5-9. o <i>New faculty 2017-18</i>

Kelly, Anna Sue Elementary Education Lecturer	<ul style="list-style-type: none"> o Clinical Practice Supervisor at Baywood Elementary and Hawthorne Elementary. o Leads EDUC 427 to tutor Emergent Bilingual students in the field for 7 weeks each quarter. Works closely with the English Language Development (ELD) teachers at school sites to select and monitor the attendance of the tutees. o Attended some ELAP meetings at Hawthorne on occasion, and formerly at C.L. Smith.
Kelso, Cherice Elementary Science Education Lecturer	<ul style="list-style-type: none"> o Clinical Practice Supervisor to Teacher Candidates enrolled in the credential program. o Coordinates and supervises afterschool science programs in K-8.
Mattson, Renae Elementary Education Lecturer	<ul style="list-style-type: none"> o Clinical Practice Supervisor to Teacher Candidates enrolled in a credential program. Over the course of the past three years, worked with 18 Teacher Candidates, spanning grades K-6, all in the Santa Maria Bonita School District. Average hours spent in the classroom each year has been 108 hours. o Supervised 85 college students tutoring elementary-aged students spanning grades 1-6 in the San Luis Coastal Unified School District. Average hours spent in the classroom serving in this role has been 48 hours.
Mayer, Frances Elementary Education Lecturer	<ul style="list-style-type: none"> o Co-coordinator of the Early Assessment Program (EAP) which provides trainings for teachers in 6-12 grades in Expository Reading and Writing. Trainings are provided in SLO and north Santa Barbara counties. Trainings are 3-4 eight hour workshops spread over 3-4 months. o Currently piloting an EAP Senior Math Course at 4 high schools, which includes keeping in contact with the teachers and principals through classroom observation, coaching, and hosting teacher training meetings. o Teaches EDUC 207 which includes student involvement, observing and tutoring in the public elementary schools. In contact with the principals at these schools in obtaining field placements. o
Miller, Jessica Elementary Education Lecturer	<ul style="list-style-type: none"> o Full time 4th grade teacher at C.L. Smith Elementary in San Luis Coastal Unified School District
Mulligan, Patricia Elementary Education Professor (FERP)	<ul style="list-style-type: none"> o Clinical Practice Supervisor to Teacher Candidates enrolled in the credential program. <i>(Retired as of March 2018)</i>
Olivarria, Juan Elementary Education Lecturer	<ul style="list-style-type: none"> o Clinical Practice Supervisor at four elementary schools: Grover Beach School, Fairgrove Elementary School, Branch Elementary School and Harloe Elementary School. o Grant Liaison with the CalPoly/Lucia Mar Unified School District Partnership grant. Bechtel funded grant provides for innovative and research based approaches to enhance and improve the teacher

	<p>preparation programs at many schools in the Lucia Mar Unified School District (Harloe Elementary School, Fairgrove Elementary School, Nipomo Elementary School, Dorthea Lange Elementary School, Mesa Middle School, Paulding Middle School and Judkins Middle School).</p>
<p>Ronan, Briana Bilingual Education Assistant Professor</p>	<ul style="list-style-type: none"> ○ Teacher Collaboration for English Language Development Project (2016-present) - sole PI on this research project, funded a Teacher Quality Partnership sub-contract grant with Santa Maria Bonita School District. The project seeks to investigate the impact of teacher collaboration and lesson study model on in-service teachers' instruction in ELD classes. Approximately 4-5 hours per week. ○ Ronan, B. & Bauer, J. Comprehensive Literacy Instruction Project (CLIP): An investigation on the impact of professional learning community on supporting professional development and literacy instruction (2015-2016). Project was funded through support of the Teacher Quality Partnership Grant. I served as co-PI with my colleague in SABE & Multiple Subject programs, Julie Bauer, M.A. The purpose of the study was to evaluate the effectiveness of a cross-district professional learning community (PLC) to support the implementation of a comprehensive literacy models in K-5 grades in Mary Buren Elementary School. Approximately 70-80 hours for the 2015-2016 AY. ○ Observe candidates in the field for EDUC 427 and SABE courses. ○ I serve on subcommittees for the TQP and Bechtel grants (2014-present). Approximately 1-2 hours per week. ○ I am a member of the Central Coast Coalition for Undocumented Student Success and we meet for 2 hours every month
<p>Tricamo, Brittany Elementary Education Lecturer</p>	<ul style="list-style-type: none"> ○ Full time 4th grade teacher at Sinsheimer Elementary in San Luis Coastal Unified School District ○ District Teaching Academy Facilitator - an onboarding program for newly hired elementary teachers. (20 hours total, for the school year.) ○ Literacy Lead at Sinsheimer Elementary School
<p>Wiedenkiller, Sidonie Elementary Education Lecturer</p>	<ul style="list-style-type: none"> ○ Co-coordinator of the Early Assessment Program (EAP) which provides trainings for teachers in 6-12 grades in Expository Reading and Writing. Trainings are provided in SLO and north Santa Barbara counties. Trainings are 3-4 eight hour workshops spread over 3-4 months. ○ Currently piloting an EAP Senior Math Course at 4 high schools, which includes keeping in contact with the teachers and principals through classroom observation, coaching, and hosting teacher training meetings. ○ Teaches EDUC 300 which sends students to local schools (elementary, middle and high schools) for fieldwork. In contact with the principals at these schools in obtaining field placements.

Single Subject Teacher Education Program

Stauch, Nancy Program Coordinator, Physics Education Advisor and Lecturer	<ul style="list-style-type: none"> o Placement coordinator for the Single Subject Credential Program -- meeting with principals, perspective cooperating teachers and superintendents to clarify the school's essential role in teacher preparation. o Facilitates workshops to improve co-teaching between teacher candidate and cooperating teacher. o Member of the Central Coast Science Project- runs summer workshops for K-12 teachers on implementing NGSS in their curriculum. o Clinical Practice Supervisor responsible for observing, coaching, and evaluating teacher candidate's in their clinical experience placement.
Addis, Dawn Secondary Education Lecturer	<ul style="list-style-type: none"> o Teacher on Special Assignment for English Learner and Intervention Programs for San Luis Coastal Unified School District- includes supporting fifteen school sites in Morro Bay, Los Osos, and San Luis Obispo. Supports program development and professional learning, focusing on English learner instruction, the 2012 California English Language Development Standards, the new English Language Arts - English Language Development Framework, tiered systems of intervention, credit recovery, and virtual learning opportunities.
Delkeskamp, Rita Secondary Education Lecturer	<ul style="list-style-type: none"> o Full-time English and AVID teacher at San Luis Obispo High School. o Collaborates with parents of English Learners (EL) by attending local parent advisory meetings (ELAC/DELAC) or other events for EL parents
Navarro, Oscar Secondary Education Assistant Professor	<ul style="list-style-type: none"> o Clinical Practice Fieldwork Supervisor – Fall = 8 hrs in field, Winter = 16 hrs in field, Spring = 16 hrs in field. <i>(New faculty 2016-17)</i>
Tomasini, Alice Secondary Education Lecturer	<ul style="list-style-type: none"> o 2015 - Fieldwork supervisor (science) Nipomo High o 2016 - Fieldwork supervisor (science) SLOHS and MBHS o 2017 - Fieldwork supervisor (science) SLOHS, MBHS, Flamson Middle School
Wood, Louisa Secondary Education Lecturer	<ul style="list-style-type: none"> o 2016 – Clinical Practice Fieldwork supervisor for at least 3 candidates

Education Specialist (SPED) Program

Crutchfield, Stephen Program Co-Coordinator, Assistant Professor	<ul style="list-style-type: none"> o Placement coordinator for the Education Specialist Credential Program -- meeting with principals, perspective cooperating teachers and superintendents to clarify the school's essential role in teacher preparation. o Clinical Practice Fieldwork Supervisor for candidates as needed.
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	<ul style="list-style-type: none"> o Co-plans and co-leads teacher trainings and Clinical Practice workshops for Supervisors and Cooperating Teachers in the SPED program.
Wood, Leah Program Co-Coordinator, Assistant Professor	<p>AY 2014-2015</p> <ul style="list-style-type: none"> o Clinical Practice Supervisor for 10 candidates o PI for Bechtel/CSU Next Generation of Educators Initiative (collaborative work with Lucia Mar Unified School District/Central Coast New Tech High School) o Co-planned and co-led cooperating teacher trainings for SPED program <p>AY 2015-2016</p> <ul style="list-style-type: none"> o Collaborated with local teachers to conduct academic research in an Extended School Year program with Atascadero unified school o Supervised/mentored educational research in school (candidate projects) o -Co-planned and co-led cooperating teacher trainings for SPED program o Co-planned Project Based Learning Summer Lab school with teachers from Lucia Mar Unified School District o Provided professional development to mild/moderate and moderate/severe disabilities SPED teachers in Santa Maria Bonita School District and Santa Maria Joint Unified School District <p>AY 2016-2017</p> <ul style="list-style-type: none"> o Supervised/mentored educational research in school (candidate projects) o Co-planned and co-led cooperating teacher trainings for SPED program o Provided professional development to mild/moderate and moderate/severe disabilities SPED teachers in Santa Maria Bonita School District and Lucia Mar o Provided a year-long professional development workshop on Universal Design for Learning for SPED teachers and other professionals affiliated with the San Luis Coastal SELPA o Co-planned and co-led cooperating teacher trainings for Lucia Mar as well as all USs across three credentialing programs
Best, Megan Education Lecturer	<ul style="list-style-type: none"> o Employed in local school district as a Special Education Administrator from 2014-2016. This was full time employment, 40+ hours per week. o Lead trainings for Applied Behavior Analysis (ABA). Presented week long trainings (30-40 hours per week) twice a year working with teachers, instructional assistants and children. o Lead trainings for utilizing curriculum (reading, math, science, social studies, social skills) for districts all over California. (16-20 hours per month)

Cleere, Deborah Education Lecturer	<ul style="list-style-type: none"> o Full time employment as Program Specialist at the San Luis Obispo County Special Education Local Plan Area (SELPA). Duties include: o support, training and consultation to all districts and charters in the county; member of the Homeless and Foster Youth Advisory Committee; MediCal Advisory Committee for San Luis Coastal Unified School District; consulting with CTs and students; providing Cal Poly Ed Specialist credential students with access to dummy profiles and training on our online IEP system in collaboration with SELPA and our Management Information Systems liaison; meeting monthly with all special education directors in our county; ongoing support for teaching staff, support staff and related service providers
Ruef, Michael Professor Emeritus (FERP)	<ul style="list-style-type: none"> o Assisted current placement coordinator, Dr. Stephen Crutchfield, in securing the 20 elementary and 20 secondary fieldwork sites and teachers required for our current cohort of 20 special education candidates. I o Assisting Dr. Crutchfield in recruiting new Clinical Practice Supervisors. o Clinical Practice Supervisor for 3 special education candidates placed in the San Luis Coastal (4 schools), Atascadero (1 school) and Santa Maria Bonita (1 school) districts. Coaching involves supporting the candidates, their cooperating teachers and serving as a liaison with each school's administration o Participating in the Mock Interview Event- an event that brings together P-12 administrators and Cal Poly special education and multiple subject candidates
Thomas Hicks, Lori Education Lecturer	<ul style="list-style-type: none"> o Full time employment as Director of Student Intervention Services for Atascadero Unified School District. In the field working with staff and students on a daily basis.

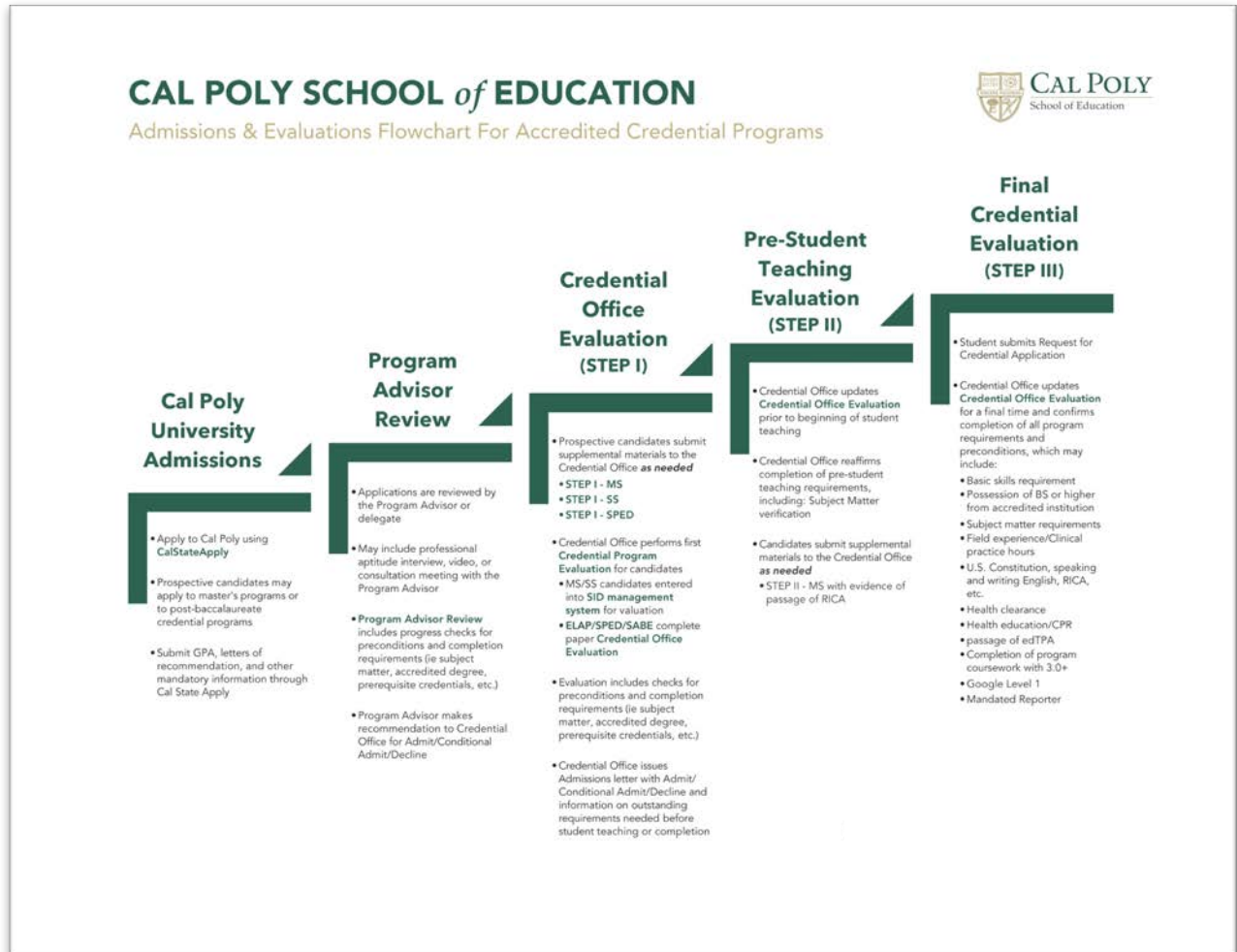
Administrative Services (ELAP) Program

Somoza-Norton, Andrea Program Coordinator, Assistant Professor	<ul style="list-style-type: none"> o San Luis Coastal Unified District Local Leaders (8hrs)- Budget discussion and recommendations to stakeholders and blue ribbon committee due to the Diablo Plant Closure o San Luis Obispo County Office of Education – Trainer for the 2nd year Principals' Induction Program – Topic: Teacher Supervision and Evaluation- (AY 2016 - 10 hrs. prep and presentation, AY 2017 – 10 hrs. prep and presentation) o SLOCOE- Superintendents Council – Ex-Officio Member – (5 hours per month). o In progress collaboration: CalED (SLOCOE/10 SLO school districts plus region 8 * counties-Principal recruitment and retention), Bilingual Ed. grants (SLOCOE and all SLO counties plus Santa Barbara counties), and Teacher Recruitment Pipeline (service) SLOCOE/Cuesta College. Prep meetings 5hrs up to this point. o Lucia Mar Special Education Meeting with district leadership---PBIS implementation recommendations. I attended this meeting with Leah and Stephen in the Spring 2hrs.
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Brescia, James Clinical Education Faculty/Lecturer	<ul style="list-style-type: none"> o Current Superintendent of Schools for San Luis Obispo County Office of Education
Gentilucci, James Professor Emeritus (FERP)	<ul style="list-style-type: none"> o Consulting with school boards, administrators, and teachers on teacher evaluation and effectiveness strategies o Consulting with school principals and teachers on teaching and learning strategies o Assessing program effectiveness in career technical education, instructional development (i.e., TAP instructional program in Lucia Mar), National Guard-SLOCOE youth programs (i.e., Grizzly Academy), and arts education o Conducting formal federal, state, and local grant evaluation for K-12 districts and the County Office o Mentoring aspiring and newly credentialed school principals o Consulting with SLO County superintendents on a variety of instructional, programmatic, and administrative issues
Koski, Joe Clinical Education Supervisor	<ul style="list-style-type: none"> o Current Superintendent of Schools for Templeton School District. Member of the SLOCOE Superintendents Council.
Supplementary Authorization in Bilingual Education Program	
Ronan, Briana Program Coordinator, Bilingual Education Assistant Professor	<i>See above in Multiple Subject Teacher Education Program</i>
Bauer, Julee Literacy/Bilingual Education Lecturer	<i>See above in Multiple Subject Teacher Education Program</i>

APPENDIX G.

ADMISSIONS AND CREDENTIALING CHECKLISTS AND EVALUATIONS



Program Advisor Review (MSTEP)

Advisor: _____

Student Name: _____

Date: _____

Subject: _____

The above named individual has applied for admission to the **MSTEP Program** for _____ (Term) to pursue a **Multiple Subject Teaching Credential**. Please review the attached admissions materials and indicate your recommendation by completing the lower portion of this form. Return the form and admission materials to the Credential Office as soon as possible. Application materials can also be reviewed through the CalStateApply system.

		CBEST
YES	NO	The applicant has satisfied the basic skills requirement prior to admission <i>(If not completed, must demonstrate progress and be conditionally admitted until completion)</i>
		Subject Matter Preparation (CSET OR Approved SMPP)
YES	NO	The applicant has registered/satisfied Subject Matter Preparation prior to admission OR
YES	NO	The applicant will be able to satisfy Subject Matter Preparation prior to admission <i>(As of 1/25/2007, Subject Matter Preparation not required for admission to the University, but will be checked during evaluation for the credential program. If not completed, must demonstrate progress and be conditionally admitted until completion).</i>
YES	NO	Accredited Bachelor's Degree The applicant will possess a regionally accredited bachelor's degree prior to admission.
YES	NO	Letter(s) of Rec The applicant has submitted a letter of recommendation that supports the candidate's professional aptitude for teaching.
YES	NO	Attend Mandatory Information Meeting The applicant has attended/scheduled to attend a Multiple Subject Information Meeting prior to the admission deadlines.
YES	NO	Certificate of Clearance The applicant has been issued a Certificate of Clearance prior to admission.
YES	NO	GPA: _____ The applicant's GPA is at least a 2.75 in the last 90 quarter units, or a 2.67 overall.

RECOMMENDATION:

- ☐ Applicant should be **admitted** based on a GPA that is equal or greater than the admission GPA.
- ☐ Applicant should be **admitted**, although admission GPA is below 2.75 in last 90 units, or 2.67 overall.
- ☐ Applicant should be **conditionally admitted**, subject to the following conditions: _____

- ☐ Applicant should be **denied admission**, for the following reasons: _____

Signature of Multiple Subject Advisor: _____

Signature of Multiple Subject Coordinator: _____

STEP I Program Application (MSTEP)



Please read all instructions carefully and thoroughly **BEFORE** completing the STEP I Program Application. Incomplete packets will not be accepted. Applicants **MUST SUBMIT ALL DOCUMENTS** by the deadline date to be considered for admission to the credential program.

Multiple Subject Credential Program Coordinator:

Julee Bauer
756-5638, Building 2, Room 134.

SOE Credential Office

Michelle Walker, Credential Analyst/Advisor
756-2126, Building 2, Room 120.

PLEASE MAKE A COPY OF YOUR APPLICATION PACKET BEFORE YOU SUBMIT IT. ALL SUBMITTED ITEMS BECOME A PART OF THE CANDIDATE FILE AND WILL NOT BE RETURNED OR PHOTOCOPIED ONCE SUBMITTED.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 1 -

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



STEP I Program Application Checklist (MSTEP)

MSTEP I Program Applications are due by the [deadline](#) listed on the SOE website by 4:30 PM in Building 02 Room 120. Applications are reviewed by the Credential Program Committee within four weeks from submission and a decision will be emailed to your Cal Poly email. All items are to be submitted together.

If you have questions about any item, contact the Credential Office (Bldg 2, Room 120) at 805-756-2126. By checking each box, you acknowledge that the following items are attached to this application packet in the listed order:

- ☐ **PROGRAM APPLICATION PERSONAL INFORMATION - Page 4**
- ☐ **ACADEMIC HISTORY - Page 5 & 6**
 - ☐ **ACCREDITED BACHELORS DEGREE** - Teacher candidates must be in possession of a Bachelor's degree earned from a regionally accredited institution at the time they begin their teacher preparation program.
 - ☐ **PRE-REQUISITE COURSES** - To substitute a course or courses, include an approved Request for Course Substitution form for each request.
 - ☐ **TRANSCRIPTS** - Check with the Credential Office to learn if your official transfer transcripts are on file in the SOE. If not on file, attach unofficial transcripts to your application from each college/university/junior college you attended (**NOT Cal Poly**). You will be contacted if you are required to provide official transfer transcripts.
- ☐ **CERTIFICATE OF CLEARANCE** - This process must be completed for "Admission to the University" to seek a Credential or during the STEP I application, whichever is done first. Submit a photocopy of the completed "Request for LIVESCAN services" form 41-LS to the SOE Credential Office and complete the on-line direct application at www.ctc.ca.gov.
- ☐ **BASIC SKILLS** - Attach a photocopy of your official passing score report (i.e. CBEST, CSET + Writing Skills, ELM/EPT, EAP, SAT and/or ACT passing). For more information on the Basic Skills Requirement see the Commission on Teacher Credentialing Leaflet [CL-667](#).
- ☐ **CSET EXAMINATION** - Proof of having passed the California Subject Examinations for Teachers. Attach a photocopy of passing score report.
- ☐ **TUBERCULOSIS AND RUBELLA CLEARANCE - Page 7.** You must also submit a photocopy of the TB and Rubella clearances to the Credential Office.
- ☐ **PROFESSIONAL APTITUDE INTERVIEW & ESSAY - Page 8** MSTEP applicants are required to participate in a Professional Aptitude Interview. Prior to your interview, you must write a brief essay as described on Page 8 of this packet.
- ☐ **SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE - Page 9 & 10.** Sign and date that you have read and received a copy of the School of Education's Vision and Mission statements, Learning Outcomes, and Dispositions, which are part of the School's overall assessment program.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 2 -

CAL POLY SCHOOL *of* EDUCATION

Admissions & Evaluations – STEP I Program Application



CHECKLIST CONTINUED

- ☐ **INFORMED CONSENT TO PARTICIPATE IN SCHOOL OF EDUCATION RESEARCH - Page 11 & 12.** Read and sign that you have agreed or do not agree to participate in the Teacher Quality Program Research.
- ☐ **EMERGENCY CONTACT INFORMATION- Page 13.**
- ☐ **LETTERS OF RECOMMENDATION** - For MSTE program applicants, one letter of recommendation should have been submitted as part of your application to the university on CalStateApply. You must submit a second letter of recommendation with this packet.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 3 -

CAL POLY SCHOOL *of* EDUCATION

Admissions & Evaluations – STEP I Program Application



PROGRAM APPLICATION PERSONAL INFORMATION

Please hand write or fill out electronically and printout. Should you change your address, phone number or email address during the application process or preparation program, you must notify **both** the School of Education and the Office of the Registrar. Changing information with the Office of the Registrar does not change your record with the School of Education.

Teaching Subject: _____ **EMPLID #:** _____

NAME: _____
(First) (Middle) (Last)

MAILING ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PERMANENT ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

SOCIAL SECURITY #: _____ **DATE OF BIRTH:** ____ / ____ / ____

HOME PHONE: _____ **CELL PHONE:** _____

CAL POLY EMAIL _____ **@CALPOLY.EDU**

The information provided as part of this application will not be released in any personally identifiable form to any other party.

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CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



ACADEMIC HISTORY

LAST NAME FIRST NAME MI EMPLID

1. LIST ALL COLLEGES AND UNIVERSITIES ATTENDED - Including community and junior colleges

NAME OF INSTITUTION	LOCATION	FROM/TO	DEGREE	MAJOR

Submit unofficial transcripts (copies are acceptable) for any coursework completed since being admitted to Cal Poly.

PRE-REQUISITE COURSES

Courses That Must Be Completed with a 'C' or Better Prior to Enrolling in EDUC 429, 431, 435, 436, 428, or 429					
Completed	Enrolled	Course	Quarter	Year	Grade
<input type="checkbox"/>	<input type="checkbox"/>	EDUC 207 or CD 207 (Intro to Learner's Development, Culture, Language, and Identity)*			
<input type="checkbox"/>	<input type="checkbox"/>	EDUC 300 (Intro to the Teaching Profession) OR LS 230 and 250 for Cal Poly LS Majors ONLY*			
<input type="checkbox"/>	<input type="checkbox"/>	EDUC 427 (Theories, Methods, and Assessment of 1 st and 2 nd Language Acquisition in Schools)*			
<input type="checkbox"/>	<input type="checkbox"/>	EDUC 428 (Foundations of K-8 Literacy Teaching and Learning in Schools with Diverse Populations)			
<input type="checkbox"/>	<input type="checkbox"/>	POLS 112 or Exam (American & California Government). <i>If you earned your BA/BS at a CSU campus, this requirement is fulfilled.*</i>			
<input type="checkbox"/>	<input type="checkbox"/>	COMS 101 or 102 (formerly SCOM), or Exam (Speech)*			
<input type="checkbox"/>	<input type="checkbox"/>	Writing Competency (Writing Proficiency Exam OR approved upper-division writing course OR junior-level literature course)			
To Be Completed Prior to Applying For Credential Recommendation					
<input type="checkbox"/>	<input type="checkbox"/>	EDUC 440 (Educating Individuals with Exceptional Needs) <i>Will be completed during Clinical Practice II*</i>			
<input type="checkbox"/>	<input type="checkbox"/>	KINE 443 (Comprehensive Health)*			
<input type="checkbox"/>	<input type="checkbox"/>	CPR Training <i>Must include Infant, Child, and Adult Training, Online Training is NOT acceptable.</i>			

Signature of Candidate: _____ Date: _____

*See Page 6 if you are attempting to substitute previously taken courses for any of the above courses.

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CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



REQUEST FOR COURSE SUBSTITUTION

LAST NAME FIRST NAME MI EMPL ID

EMAIL PHONE

DIRECTIONS (Use a separate form for each course substitution request):

Fill out this form and provide the following supporting documents:

- (1) An unofficial transcript* highlighting the course to be substituted; **AND**
- (2) A copy of the course catalog description from the college you attended; **AND**
- (3) A copy of your course syllabus

* For credential program courses, we will only consider substitutions if you received a grade of "C" or better.

The Program Coordinator or designee of the program will approve or deny your request. If approved, retain the signed form and submit it as part of your MSTEP application.

Prior to submitting your MSTEP packet, send this form with your supporting documents to:

School of Education - Credential Office
California Polytechnic State University
1 Grand Ave
San Luis Obispo, CA 93407

Cal Poly Required Course #			
Title of Course			
# of Units			
Equivalent Course #			
Title of Course			
# of Units			
Institution Where Taken			
City and State			
Grade Received		Term/Year	

This request for a course substitution is _____ Granted _____ Not Granted

Comments: _____

Signature of Evaluator: _____ Date: _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 6 -

TUBERCULOSIS & RUBELLA CLEARANCE

LAST NAME FIRST NAME MI EMPL ID

TUBERCULOSIS (TB) CLEARANCE	RUBELLA CLEARANCE
SKIN TEST:	VACCINE GIVEN:
DATE:	DATE:
RESULT:	TYPE:
CHEST X-RAY:	TEST FOR ANTIBODIES:
DATE:	DATE:
RESULT:	RESULT
Doctor/Nurse's Signature/Authorized Designee	Doctor/Nurse's Signature/Authorized Designee
Date:	Date:

INSTRUCTIONS

Who should complete this form? You may have your physician or the Cal Poly Health Center (756-1211) complete the information on this form. This form does not need to be completed if copies of your evidence of MMR and TB are provided in place.

What should I submit? You may submit a copy of past medical records or you can submit a photocopy of this health form, which is provided as a convenience only, with your SSCP application packet.

TB requirements: Official evidence indicating freedom from Tuberculosis within the past three years. **Allow time for test results.** TB results take at least 48 hours, and you need to make arrangements to have the test read. Be sure you allow sufficient time to meet the application/ portfolio deadline.

Rubella vaccination: Rubella immunizations are generally valid for a lifetime, but if you received a Rubella booster injection before January 1, 1980, it must be repeated.

Proof to schools. Don't forget! You must provide evidence that you are free from Tuberculosis to the Principal's office of each school in which you student teach

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CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



PROFESSIONAL APTITUDE INTERVIEW (PAI) INFORMATION SHEET

The PAI is meant for candidates who have met all MSTEP I admission requirements or will have met them by the end of the current quarter.

INSTRUCTIONS: During the first week of the quarter, contact the Credential Office (805-756-2126 or soe@calpoly.edu) to make an appointment for your PAI. Please prepare for the PAI as you would for a job interview.

Before Your PAI Meeting

Please arrive 10 minutes before your appointment time. If an applicant arrives late or cancels an appointment, the interviewer will meet with the person scheduled next – and that may be you! Please call the Credential Office at 805-756-2126 if you will be late or must cancel your appointment.

All applicants must complete a first interview. If the interviewers decide that the applicant has not passed the first interview, the applicant will be contacted by the Multiple Subject Program Coordinator to discuss the specifics of a second interview. Applicants who do not pass the second interview may be invited to a third interview with the entire Multiple Subject Committee.

You Must Submit the Following Item with your MSTEP I Packet

Admissions Essay: Printed copy of a one to two-page single spaced, 12 pt Times New Roman font, answering the prompt below. In the footer of each page, include your first and last name and the city where you will be living during the program (i.e. John Doe San Luis Obispo).

Respond to the Prompt: Write a brief statement describing your reason for pursuing post-baccalaureate study in a professional teacher credential program. Include a brief background of your education, a description of experiences teaching and/or working with school age youth (also experiences you may have had working with diverse learners), areas of expertise/specialty, and your hobbies and interests as they relate to work with children in schools.

Please Note: This essay does have impact on the Multiple Subject Committee's decision on your admission to the program.

Candidate Name: _____

Date/Time/Location of PAI: _____

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SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE

The School of Education at California Polytechnic State University-San Luis Obispo adheres to the following standards for faculty, staff, and candidate conduct and performance. Our Vision and Mission statements provide the core identity, purpose, and values of the School. In support, the faculty has identified six learning outcomes and six dispositions (professional commitments) that reflect the Vision and Mission statements and form the basis for all our credential and graduate programs. Our ultimate goal is for all affiliated with the School to uphold the highest standards as professional educators.

VISION - The School of Education programs support the development of qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION - The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn- by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

MULTIPLE SUBJECT PROGRAM OUTCOMES

- Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
- Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
- Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support students success.
- Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
- Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
- Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

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CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



DISPOSITIONS

Professionalism

- 1.1 **Responsibility and Accountability** – Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 **Creating Positive Climate** – Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

- 2.1 **Cultural and Community Responsivity** – Promotes respect for self, students, families, community, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 **Collaboration** – Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

- 3.1 **Inquiry and Innovation** – Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
- 3.2 **Social Justice** – Seeks to understand the way privilege and inequity operate in education at the individual, school, and societal level. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

ACKNOWLEDGEMENT

My signature below indicates that I have read and discussed the School of Education's Vision and Mission statements, Learning Outcomes, and Dispositions, which are part of the School's overall assessment program.

Signature of Candidate: _____ Date: _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 10

INFORMED CONSENT TO PARTICIPATE IN RESEARCH ABOUT THE SCHOOL OF EDUCATION TEACHER CREDENTIAL PROGRAMS

An investigation of the impact of El Camino-TQP reforms on teacher preparation

Researchers Chance Hoellwarth (Physics), Megan Guise (English), and Leah Wood (Education), at Cal Poly are conducting research to learn more about the experiences of cooperating teachers, teacher candidates, university supervisors, and faculty in School of Education (SOE) programs, placements and/or professional development events. The purpose of the study is to evaluate the effectiveness and impact of El Camino-TQP grant reforms on credential program stakeholders and district partners (SOE faculty, university supervisors, teacher candidates, cooperating teachers + administrators, and K-12 student learners). TQP-El Camino grant reforms included in this research project are 1) Danielson Framework for Teaching, 2) Professional Development Model, 3) Rural Student Teaching Placement, 4) Mock IEP Event.

You are a possible participant in the study because you are enrolled in or working with one of the programs in the study, or are attending an El Camino-TQP grant funded professional development event.

Participating in this study may involve additional work outside the normal requirements of the credential program or event. The additional time required for this research portion of the program will not take more than 2 hours per quarter. The data for this research will be collected from approved surveys, observation tools, existing SOE surveys and assessments that all students enrolled in SOE credential programs are required or requested to participate in, and stakeholder (program faculty, teacher candidate, university supervisor, cooperating teacher) interviews. The Survey/Assessment tools we will be using include:

Program Assessment tools:

- SOE Exit Survey
- SOE Student Teacher Satisfaction survey
- CTQ Year out Teacher survey
- Formative & Summative Student Teaching assessments (for SS, MS, and SPED programs)
- University Supervisor Observations

Research Tools

- Rural placement survey
- Pre/post event + training surveys
- Stakeholder interviews

Participation includes all required elements of the program; however, the participant may opt out of the data/research.

Teacher candidate participants who are placed in a rural school placement and who consent to participation in this research will receive a \$600 stipend each quarter of their student teaching placement. Stipends will be distributed through the financial aid office.

District cooperating teacher participants, university supervisors and faculty will receive a small stipend (\$100) as incentive for their attendance at El Camino-TQP professional development events that are included in this research.

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CAL POLY SCHOOL of EDUCATION

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There are no known or anticipated risks from your research participation.

There is no direct benefit for you to allow your survey answers, assessments, and interview transcripts to be used for research purposes; however, your participation may impact and improve the SOE credential programs for future teacher candidates and program stakeholders. Your survey responses, interview transcripts and program assessments will be analyzed to determine the impact and effectiveness of TQP reforms as outlined in the research protocol. All results from this study will be reported outside of the School of Education through anonymous and where appropriate aggregated data to protect your privacy.

Any audio recordings of stakeholder interviews will be sent to GMR Transcription Services, Inc. for transcription via a secure server. Our research group has a confidentiality agreement signed with GMR to ensure the security of your interview transcripts. A copy of this agreement can be made available to you upon request. All audio files are permanently and securely deleted from the GMR system after transcription and only members of the research study will have access to written transcripts. The research team will code the interview, and pseudonyms will be used for all names, locations, etc. in order to protect your identity.

Your decision whether or not to participate will not prejudice your relations with Cal Poly, San Luis Obispo. If you decide to participate, you are free to withdraw your consent and to discontinue your participation at any time without penalty. You also do not have to answer any questions you chose not to answer. The Human Subjects Committee at Cal Poly has reviewed and approved this research.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact Dr. Chance Hoellwarth at choellwa@calpoly.edu, Dr. Megan Guise at meguisse@calpoly.edu, or the TQP Office/Sarah Hegg at shegg@calpoly.edu, (805) 756-7492.

If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Michael Black, Chair of the Cal Poly Human Subjects Committee, at 805-756-2894, mblack@calpoly.edu, or Dr. Dean Wendt, Dean of Research at 805-756-1508.

If you agree to continue to voluntarily participate in this research project by allowing the data collected to be used for research purposes, please sign below. Please keep a copy of this form for your reference, and thank you for your participation in this research effort!

- ☐ **Consent: I allow my information to be included in the**
☐ **research project I do NOT Consent**

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 12

TEACHER CANDIDATE EMERGENCY CONTACT INFORMATION

In case of an emergency in which the teacher candidate requires special and/or medical attention, the teacher candidate would like the following person(s) to be contacted immediately in the following order:

First and Last Name	Phone #	Relationship
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First and Last Name	Phone #	Relationship
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First and Last Name	Phone #	Relationship
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Additional Comments/Directions:

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 13

Credential Office Evaluation (MSTEP)
Sample of SID Management System Evaluation

Program Requirements for: *Jane M Doe (999-01-2345)*

MSTEP I

SB 2042 Multiple Subject

Term of Credential: Preliminary

GPA:

Admission

- ☐ Degree from Accredited Institution
- ☐ GPA
- ☐ Certificate of Clear
- ☐ Basic Skills Requirement
- ☐ Information Meeting
- ☐ 1 Letter of Recommendation
- ☐ Official Transcripts

STEP I

- ☐ Subject Matter Verification (CSET)
- ☐ PAI
- ☐ 1 Additional Letter of Recommendation
- ☐ TB
- ☐ Rubella

STEP II

- ☐ RICA

STEP III

- ☐ EdTPA Task Literacy
- ☐ EdTPA Task Social Science
- ☐ EdTPA Task Science
- ☐ EdTPA Teaching Event Elem. Mathematics
- ☐ CSU Exit Survey
- ☐ CPR

STEP I

- ☐ Writing
- ☐ Speech
COMS 101/102
- ☐ EFE
EDUC 300
- ☐ 1st & 2nd Language Acquisition
EDUC 427
- ☐ U. S. Constitution
- ☐ Special Education
EDUC 440
- ☐ Learner's Development
EDUC 207
- ☐ Primary Literacy
EDUC 428
- ☐ Health Ed
KINE 443

STEP II

- ☐ EDUC 429
- ☐ EDUC 429
- ☐ EDUC 431
- ☐ EDUC 431
- ☐ EDUC 435
- ☐ EDUC 435
- ☐ EDUC 436
- ☐ EDUC 436
- ☐ EDUC 438
- ☐ EDUC 438
- ☐ EDUC 439
- ☐ EDUC 439
- ☐ KINE 310
- ☐ KINE 310

Student Teaching

- ☐ EDUC 450
- ☐ EDUC 450
- ☐ EDUC 455
- ☐ EDUC 455
- ☐ EDUC 454
- ☐ EDUC 454
- ☐ EDUC 457
- ☐ EDUC 457
- ☐ EDUC 456
- ☐ EDUC 456

Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
4 Sub:	Sub Units: 0
Grade:	Term:
4 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
4 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
4 Sub:	Sub Units: 0
Grade:	Term:
2 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
1 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
8 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
12 Sub:	Sub Units: 0

Program Advisor Review (SSTEP)

Advisor: _____

Student Name: _____

Date: _____

Subject: _____

The above named individual has applied for admission to the **SSTEP Program** for _____ (Term) to pursue a **Single Subject Teaching Credential in the area of** _____. Please review the attached admissions materials and indicate your recommendation by completing the lower portion of this form. Return the form and admission materials to the Credential Office as soon as possible. Application materials can also be reviewed through the CalStateApply system.

		CBEST
YES	NO	The applicant has satisfied the basic skills requirement prior to admission <i>(If not completed, must demonstrate progress and be conditionally admitted until completion)</i>
		Subject Matter Preparation (CSET OR Approved SMPP)
YES	NO	The applicant has satisfied Subject Matter Preparation prior to admission OR
YES	NO	The applicant will be able to satisfy Subject Matter Preparation prior to admission
		Subject: _____ Notes: _____ <i>(If not completed, must demonstrate progress and be conditionally admitted until completion)</i>
		Accredited Bachelor's Degree
YES	NO	The applicant will possess a regionally accredited bachelor's degree prior to admission.
		Letter(s) of Rec
YES	NO	The applicant has submitted a letter of recommendation that supports the candidate's professional aptitude for teaching.
		Interview
YES	NO	The applicant has been interviewed and demonstrates sufficient professional aptitude for initial admission to the program.
		GPA: _____
YES	NO	The applicant's GPA is at least a 2.75 in the last 90 quarter units, or a 2.67 overall.

RECOMMENDATION:

- ☐ Applicant should be **admitted** based on a GPA that is equal or greater than the admission GPA.
- ☐ Applicant should be **admitted**, although admission GPA is below 2.75 in last 90 unites, or 2.67 overall.
- ☐ Applicant should be **conditionally admitted**, subject to the following conditions: _____

- ☐ Applicant should be **denied admission**, for the following reasons: _____

Signature of Single Subject Advisor: _____

Signature of Single Subject Coordinator: _____

STEP I Program Application (SSTEP)



Please read all instructions carefully and thoroughly **BEFORE** completing the SSTEP Program Application. Incomplete packets will not be accepted. Applicants **MUST SUBMIT ALL DOCUMENTS** by the deadline date to be considered for admission to the credential program.

SINGLE SUBJECT CONTENT ADVISORS

PROGRAM	ADVISOR	E-Mail	PHONE	OFFICE
Agriculture	Dr. Benjamin Swan	bswan@calpoly.edu	756-2401	10/240
English	Dr. Megan Guise	meguisse@calpoly.edu	756-2134	47/35L
Mathematics	Dr. Amelie Schinck-Mikel	aschinck@calpoly.edu	756-2352	25/324
Science: Biology, Chemistry, Physics and Geosciences	Nancy Stauch	nstauch@calpoly.edu	756-6587	25/126
Social Science	Dr. Joel Orth	jorth@calpoly.edu	756-2963	47/25L
World Languages: Spanish and French	Dr. Silvia Marijuan	smarijua@calpoly.edu	756-2273	47/26P

Single Subject Credential Program Coordinator:
Nancy Stauch, 756-1665, Building 25, Room 126.

PLEASE MAKE A COPY OF YOUR APPLICATION PACKET BEFORE YOU SUBMIT IT. ALL SUBMITTED ITEMS BECOME A PART OF THE CANDIDATE FILE AND WILL NOT BE RETURNED OR PHOTOCOPIED ONCE SUBMITTED.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 1 -

STEP I Program Application Checklist (SSTEP)

SSTEP Program Applications are due by the [deadline](#) listed on the SOE website by 4:30 PM in Building 02 Room 120. Applications are reviewed by the Credential Program Committee within four weeks from submission and a decision will be emailed to your Cal Poly email. All items are to be submitted together.

If you have questions about any item, contact the Credential Office (Bldg 2, Room 120) at 805-756-2126. By checking each box, you acknowledge that the following items are attached to this application packet in the listed order:

- ☐ **PROGRAM APPLICATION PERSONAL INFORMATION - Page 4**
- ☐ **ACADEMIC HISTORY - Page 5**
 - ☐ **ACCREDITED BACHELORS DEGREE** - Teacher candidates must be in possession of a Bachelor's degree earned from a regionally accredited institution at the time they begin their teacher preparation program.
 - ☐ **SPEAKING AND WRITING ENGLISH COMPETENCIES** - If you have earned your bachelor's degree at Cal Poly, SLO, you have already met these two requirements. If not, you must verify competency in speaking and writing of English **prior** to submission of your application. A completed competency verification form must be submitted with your application.
 - ☐ **TRANSCRIPTS** - Check with the Credential Office to learn if your official transfer transcripts are on file in the SOE. If not on file, attach unofficial transcripts to your application from each college/university/junior college you attended (**NOT Cal Poly**). You will be contacted if you are required to provide official transfer transcripts.
- ☐ **CERTIFICATE OF CLEARANCE** - This process must be completed for "Admission to the University" to seek a Credential or during the SSTEP application, whichever is done first. Submit a photocopy of the completed "Request for LIVESCAN services" form 41-LS to the SOE Credential Office and complete the on-line direct application at www.ctc.ca.gov.
- ☐ **BASIC SKILLS** - Attach a photocopy of your official passing score report (i.e. CBEST, ELM/EPT, EAP, SAT and/or ACT passing). For more information on the Basic Skills Requirement see the Commission on Teacher Credentialing Leaflet [CL-667](#).
- ☐ **SUBJECT MATTER COMPETENCY - Page 6.** All subject matter waiver program requirements listed on the Subject Matter Competency Verification document must be completed **prior to beginning the credential program**. If you took the [CSET](#) you must have PASSED all subtests of the exam and attach a photocopy of your official passing score report in place of the Subject Matter Competence Verification found on page 6. If you completed a subject matter waiver program at an institution other than Cal Poly, submit the original subject matter waiver verification statement from that institution (on their letterhead, and signed by the authorized person at that campus. Contact the Credential Analyst at Cal Poly for a list of these persons). This process requires review and approval from your credential program advisor (listed on Pg 1).

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 2 -

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



(Checklist Continued)

- ☐ **VERIFICATION OF EARLY FIELD EXPERIENCE - Page 7.** An approved early field experience **must be completed prior to the quarter you are applying for.** If you completed an approved Early Field Experience course (EDUC 300 or SCM 300), you should fill in the course information on the application form and submit your field experience log verifying 45 hours of observation. If you met this requirement via actual classroom experience submit an advisor approved verification form, with your application.
- ☐ **TUBERCULOSIS AND RUBELLA CLEARANCE - Page 8.** You must also submit a photocopy of the TB and Rubella clearances to the Credential Office.
- ☐ **SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE - Page 9 & 10.** Sign and date that you have read and received a copy of the School of Education's Vision and Mission statements, Learning Outcomes, and Dispositions, which are part of the School's overall assessment program.
- ☐ **INFORMED CONSENT TO PARTICIPATE IN SCHOOL OF EDUCATION RESEARCH - Page 11 & 12.** Read and sign that you have agreed or do not agree to participate in the Teacher Quality Program Research.
- ☐ **EMERGENCY CONTACT INFORMATION- Page 13.**
- ☐ **PROFESSIONAL APTITUDE INTERVIEW/ADVISOR MEETING** - SSTEP program applicants are strongly encouraged to meet with their program advisor prior to applying to the program. Some forms may require a Program Advisor signature. You will also be contacted for a mandatory Professional Aptitude Interview.
- ☐ **LETTERS OF RECOMMENDATION** - For SSTEP program applicants, letters of recommendation should have been submitted as part of your application to the university on CalStateApply.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 3 -

PROGRAM APPLICATION PERSONAL INFORMATION

Please hand write or fill out electronically and printout. Should you change your address, phone number or email address during the application process or preparation program, you must notify **both** the School of Education and the Office of the Registrar. Changing information with the Office of the Registrar does not change your record with the School of Education.

Teaching Subject: _____ **EMPLID #:** _____

NAME: _____
(First) (Middle) (Last)

MAILING ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PERMANENT ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

SOCIAL SECURITY #: _____ **DATE OF BIRTH:** ____ / ____ / ____

HOME PHONE: _____ **CELL PHONE:** _____

CAL POLY EMAIL _____ **@CALPOLY.EDU**

The information provided as part of this application will not be released in any personally identifiable form to any other party.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 4 -

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



ACADEMIC HISTORY

1. LIST ALL COLLEGES AND UNIVERSITIES ATTENDED - Including community and junior colleges

NAME OF INSTITUTION	LOCATION	FROM/TO	DEGREE	MAJOR

Submit unofficial transcripts (copies are acceptable) for any coursework completed since being admitted to Cal Poly.

2. ENGLISH COMPETENCY VERIFICATION

SPEAKING ENGLISH - The Cal Poly General Education area A1: Communication coursework (with a minimum grade of "C" or better) or an approved examination will satisfy this requirement. **COMS 101 or 102** (formerly SCOM 101 and 102), or equivalent articulated course

☐ **COURSE COMPLETED:** _____ **GRADE:** _____

QUARTER/SEMESTER AND YEAR COMPLETED: _____

INSTITUTION: _____

WRITING ENGLISH - If you graduated from a CSU/UC your GWR course or examinations fulfills this requirement.

☐ **COURSE COMPLETED:** _____ **GRADE:** _____

QUARTER/SEMESTER AND YEAR COMPLETED: _____

INSTITUTION: _____

OR

☐ **WPE Examination Passed - Quarter/Semester and Year Completed:** _____

Graduation from a CSU, a UC Campus or Cal Poly will meet the Credential Program English Writing Requirement and fulfill the Cal Poly Graduation Writing Requirement. Requests for exceptions or special requests outside of what's listed must be presented to the University Writing and Rhetoric Center (UWRC) (Kennedy Library - Building 35, 805-756- 2067). The petition for these special requests can be picked up in the SOE Credential Office in Building 02 Room 120 or the UWRC. This includes transfer examinations or coursework.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 5 -

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



SUBJECT MATTER COMPETENCY

STUDENTS - MEET WITH YOUR CONTENT ADVISOR TO COMPLETE THIS FORM (PAGE 1).

Teaching Subject: _____ EMPLID #: _____

NAME: _____
(First) (Middle) (Last)

- Subject Matter Preparation (CSET OR Approved SMPP)**
- YES NO** The applicant has completed an approved **Cal Poly Subject Matter Preparation Program**. List any coursework that remains to be completed in Section III. **OR**
- YES NO** The applicant has passed all required **CSET Examinations** before submitting the SSTEP Program Application. A copy of passing score reports must be attached to this packet and an advisor signature is not needed.
- YES NO** The applicant has completed an **approved Subject Matter Preparation Program at another institution**. You must submit an original letterhead subject matter waiver verification statement, signed by an authorized person from the institution in which you completed the approved program.
Institution: _____

The following courses must be completed prior to beginning the Cal Poly Credentialing Program. If any coursework is to be completed at another campus, list the college/university.

Course:	Qtr Units:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Candidate Signature: _____

Content Advisor Signature: _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 6 -

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



VERIFICATION OF EARLY FIELD EXPERIENCE

Note: Use this form ONLY IF ACTUAL EXPERIENCE, or a non-Cal Poly course is being used to fulfill the Early Field Experience requirement. **If EDUC 300 or SCM 300 was completed please submit your verification of completion of the 45 hours of observation in place of this form.**

Teaching Subject: _____ EMPLID #: _____

NAME: _____
(First) (Middle) (Last)

I. APPROVED SUBSTITUTED COURSE:

The following approved course has been taken to fulfill the Early Field Experience requirement:

Course prefix and number _____ Quarter _____ Year _____

II. ACTUAL EXPERIENCE

- ☐ Teacher ☐ Substitute Teacher ☐ Teacher's Aide
☐ Volunteer in the Classroom ☐ Other _____

Date of experience: _____ to _____
Beginning Ending

Total number of supervised hours in the classroom (Min. Hrs. = 45): _____

Signature of Candidate: _____ Date: _____

----- TO BE COMPLETED BY THE SUPERVISING TEACHER AND PRINCIPAL -----

Description of Applicant's responsibilities in the classroom: _____

How was Applicant supervised? _____

School Name, Address, and Telephone number _____

Signature of Principal: _____ Date: _____

Signature of Supervising Teacher: _____ Date: _____

APPROVAL OF CONTENT ADVISOR

☐ I DO ☐ I DO NOT APPROVE of the above activity to fulfill the Early Field Experience Requirement.

Signature of Content Advisor: _____ Date: _____

SSCP 10/27/17

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



TUBERCULOSIS & RUBELLA CLEARANCE

LAST NAME FIRST NAME MI EMPL ID

TUBERCULOSIS (TB) CLEARANCE	RUBELLA CLEARANCE
SKIN TEST:	VACCINE GIVEN:
DATE:	DATE:
RESULT:	TYPE:
CHEST X-RAY:	TEST FOR ANTIBODIES:
DATE:	DATE:
RESULT:	RESULT
Doctor/Nurse's Signature/Authorized Designee	Doctor/Nurse's Signature/Authorized Designee
Date:	Date:

INSTRUCTIONS

Who should complete this form? You may have your physician or the Cal Poly Health Center (756-1211) complete the information on this form. This form does not need to be completed if copies of your evidence of MMR and TB are provided in place.

What should I submit? You may submit a copy of past medical records or you can submit a photocopy of this health form, which is provided as a convenience only, with your SSCP application packet.

TB requirements: Official evidence indicating freedom from Tuberculosis within the past three years. **Allow time for test results.** TB results take at least 48 hours, and you need to make arrangements to have the test read. Be sure you allow sufficient time to meet the application/ portfolio deadline.

Rubella vaccination: Rubella immunizations are generally valid for a lifetime, but if you received a Rubella booster injection before January 1, 1980, it must be repeated.

Proof to schools. Don't forget! You must provide evidence that you are free from Tuberculosis to the Principal's office of each school in which you student teach.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 8 -

SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE

The School of Education at California Polytechnic State University-San Luis Obispo adheres to the following standards for faculty, staff, and candidate conduct and performance. Our Vision and Mission statements provide the core identity, purpose, and values of the School. In support, the faculty has identified six learning outcomes and six dispositions (professional commitments) that reflect the Vision and Mission statements and form the basis for all our credential and graduate programs. Our ultimate goal is for all affiliated with the School to uphold the highest standards as professional educators.

VISION - The School of Education programs support the development of qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION - The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn- by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

SINGLE SUBJECT PROGRAM OUTCOMES

- Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
- Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
- Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support students success.
- Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
- Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
- Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 9

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



DISPOSITIONS

Professionalism

- 1.1 Responsibility and Accountability** – Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 Creating Positive Climate** – Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

- 2.1 Cultural and Community Responsibility** – Promotes respect for self, students, families, community, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 Collaboration** – Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

- 3.1 Inquiry and Innovation** – Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
- 3.2 Social Justice** – Seeks to understand the way privilege and inequity operate in education at the individual, school, and societal level. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

ACKNOWLEDGEMENT

My signature below indicates that I have read and discussed the School of Education's Vision and Mission statements, Learning Outcomes, and Dispositions, which are part of the School's overall assessment program.

Signature of Candidate: _____ Date: _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 10

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



INFORMED CONSENT TO PARTICIPATE IN RESEARCH ABOUT THE SCHOOL OF EDUCATION TEACHER CREDENTIAL PROGRAMS

An investigation of the impact of El Camino-TQP reforms on teacher preparation

Researchers Chance Hoellwarth (Physics), Megan Guise (English), and Leah Wood (Education), at Cal Poly are conducting research to learn more about the experiences of cooperating teachers, teacher candidates, university supervisors, and faculty in School of Education (SOE) programs, placements and/or professional development events. The purpose of the study is to evaluate the effectiveness and impact of El Camino-TQP grant reforms on credential program stakeholders and district partners (SOE faculty, university supervisors, teacher candidates, cooperating teachers + administrators, and K-12 student learners). TQP-El Camino grant reforms included in this research project are 1) Danielson Framework for Teaching, 2) Professional Development Model, 3) Rural Student Teaching Placement, 4) Mock IEP Event.

You are a possible participant in the study because you are enrolled in or working with one of the programs in the study, or are attending an El Camino-TQP grant funded professional development event.

Participating in this study may involve additional work outside the normal requirements of the credential program or event. The additional time required for this research portion of the program will not take more than 2 hours per quarter. The data for this research will be collected from approved surveys, observation tools, existing SOE surveys and assessments that all students enrolled in SOE credential programs are required or requested to participate in, and stakeholder (program faculty, teacher candidate, university supervisor, cooperating teacher) interviews. The Survey/Assessment tools we will be using include:

Program Assessment tools:

- SOE Exit Survey
- SOE Student Teacher Satisfaction survey
- CTQ Year out Teacher survey
- Formative & Summative Student Teaching assessments (for SS, MS, and SPED programs)
- University Supervisor Observations

Research Tools

- Rural placement survey
- Pre/post event + training surveys
- Stakeholder interviews

Participation includes all required elements of the program; however, the participant may opt out of the data/research.

Teacher candidate participants who are placed in a rural school placement and who consent to participation in this research will receive a \$600 stipend each quarter of their student teaching placement. Stipends will be distributed through the financial aid office.

District cooperating teacher participants, university supervisors and faculty will receive a small stipend (\$100) as incentive for their attendance at El Camino-TQP professional development events that are included in this research.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 11

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



There are no known or anticipated risks from your research participation.

There is no direct benefit for you to allow your survey answers, assessments, and interview transcripts to be used for research purposes; however, your participation may impact and improve the SOE credential programs for future teacher candidates and program stakeholders. Your survey responses, interview transcripts and program assessments will be analyzed to determine the impact and effectiveness of TQP reforms as outlined in the research protocol. All results from this study will be reported outside of the School of Education through anonymous and where appropriate aggregated data to protect your privacy.

Any audio recordings of stakeholder interviews will be sent to GMR Transcription Services, Inc. for transcription via a secure server. Our research group has a confidentiality agreement signed with GMR to ensure the security of your interview transcripts. A copy of this agreement can be made available to you upon request. All audio files are permanently and securely deleted from the GMR system after transcription and only members of the research study will have access to written transcripts. The research team will code the interview, and pseudonyms will be used for all names, locations, etc. in order to protect your identity.

Your decision whether or not to participate will not prejudice your relations with Cal Poly, San Luis Obispo. If you decide to participate, you are free to withdraw your consent and to discontinue your participation at any time without penalty. You also do not have to answer any questions you chose not to answer. The Human Subjects Committee at Cal Poly has reviewed and approved this research.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact Dr. Chance Hoellwarth at choellwa@calpoly.edu, Dr. Megan Guise at meguise@calpoly.edu, or the TQP Office/Sarah Hegg at shegg@calpoly.edu, (805) 756-7492.

If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Michael Black, Chair of the Cal Poly Human Subjects Committee, at 805-756-2894, mblack@calpoly.edu, or Dr. Dean Wendt, Dean of Research at 805-756-1508.

If you agree to continue to voluntarily participate in this research project by allowing the data collected to be used for research purposes, please sign below. Please keep a copy of this form for your reference, and thank you for your participation in this research effort!

- ☐ **Consent: I allow my information to be included in the**
☐ **research project I do NOT Consent**

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 12

CAL POLY SCHOOL *of* EDUCATION

Admissions & Evaluations – STEP I Program Application



TEACHER CANDIDATE EMERGENCY CONTACT INFORMATION

In case of an emergency in which the teacher candidate requires special and/or medical attention, the teacher candidate would like the following person(s) to be contacted immediately in the following order:

First and Last Name	Phone #	Relationship
---------------------	---------	--------------

First and Last Name	Phone #	Relationship
---------------------	---------	--------------

First and Last Name	Phone #	Relationship
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Additional Comments/Directions:

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 13

Credential Office Evaluation (SSTEP) Sample of SID Management System Evaluation

Program Requirements for: James T Doe (999-75-2255)

STEP I

SB 2042 Single Subject: English

Term of Credential: Preliminary

GPA:

Admission

- ☐ Degree from Accredited Institution
- ☐ Basic Skills Requirement
- ☐ Certificate of Clearance
- ☐ GPA
- ☐ PAI
- ☐ Letters of Recommendation

STEP I

- ☐ Subject Matter Verification
- ☐ Official Transcripts

STEP II

- ☐ TB
- ☐ Rubella

STEP III

- ☐ TPA
- ☐ CSU Exit Survey
- ☐ Google Level 1
- ☐ Mandated Reporter
- ☐ CPR

STEP I

- ☐ EFE
EDUC 300; SCM 300; or AGED 330;
- ☐ U.S. Constitution
- ☐ Speech
- ☐ Writing
- ☐ KINE 250
KINE 250

STEP II

- ☐ EDUC 410
EDUC 410
- ☐ EDUC 412
EDUC 412
- ☐ EDUC 414
EDUC 414
- ☐ EDUC 416
EDUC 416
- ☐ ENGL 424
ENGL 424
- ☐ EDUC 418
EDUC 418
- ☐ ENGL 360
ENGL 360
- ☐ ENGL 365
ENGL 365

Student Teaching

- ☐ EDUC 469
EDUC 469
- ☐ ENGL 400
ENGL 400
- ☐ EDUC 479
EDUC 479
- ☐ ENGL 400
ENGL 400

Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
4 Sub:	Sub Units: 0
Grade:	Term:
4 Sub:	Sub Units: 0
Grade:	Term:
4 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
3 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
8 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0
Grade:	Term:
12 Sub:	Sub Units: 0
Grade:	Term:
0 Sub:	Sub Units: 0

Program Advisor Review (SPED)

Advisor: _____

Student Name: _____

Date: _____

Subject: **SPECIAL EDUCATION**

The above named individual has applied for admission to the **SPED Program** for _____ (Term) to pursue an **Education Specialist Credential (Mild/Moderate)**. Please review the attached admissions materials and indicate your recommendation by completing the lower portion of this form. Return the form and admission materials to the Credential Office as soon as possible. Application materials can also be reviewed through the CalStateApply system.

		CBEST
YES	NO	The applicant has satisfied the basic skills requirement prior to admission <i>(If not completed, must demonstrate progress and be conditionally admitted until completion)</i>
		Subject Matter Preparation (MS CSET OR Approved SMPP OR Credential w/Subject Matter)
YES	NO	The applicant has satisfied Subject Matter Preparation prior to admission OR
YES	NO	The applicant will be able to satisfy Subject Matter Preparation prior to admission Subject: _____ Notes: _____ <i>(If not completed, must demonstrate progress and be conditionally admitted until completion)</i>
YES	NO	Accredited Bachelor's Degree The applicant will possess a regionally accredited bachelor's degree prior to admission.
YES	NO	Letter(s) of Rec The applicant has submitted a letter of recommendation that supports the candidate's professional aptitude for teaching.
YES	NO	Interview The applicant has been interviewed OR submitted a video testimonial (as required and determined by the program) and demonstrates sufficient professional aptitude for initial admission to the program.
YES	NO	GPA: _____ The applicant's GPA is at least a 2.75 in the last 90 quarter units, or a 2.67 overall.

RECOMMENDATION:

- ☐ Applicant should be **admitted** based on a GPA that is equal or greater than the admission GPA.
- ☐ Applicant should be **admitted**, although admission GPA is below 2.75 in last 90 unites, or 2.67 overall.
- ☐ Applicant should be **conditionally admitted**, subject to the following conditions: _____

- ☐ Applicant should be **denied admission**, for the following reasons: _____

Signature of Special Education Coordinator: _____

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



STEP I Program Application (SPED)



Please read all instructions carefully and thoroughly **BEFORE** completing the STEP I Program Application. Incomplete packets will not be accepted. Applicants **MUST SUBMIT ALL DOCUMENTS** by the deadline date to be considered for admission to the credential program.

Special Education Program Coordinator:

Stephen Crutchfield and Leah Wood

sacrutch@calpoly.edu or awood17@calpoly.edu, Building 2, Room 107 & 108

SOE Credential Office

756-2126, Building 2, Room 120.

PLEASE MAKE A COPY OF YOUR APPLICATION PACKET BEFORE YOU SUBMIT IT. ALL SUBMITTED ITEMS BECOME A PART OF THE CANDIDATE FILE AND WILL NOT BE RETURNED OR PHOTOCOPIED ONCE SUBMITTED.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 1 -

STEP I Program Application Checklist (SPED)

STEP I Program Applications are due by the [deadline](#) listed on the SOE website by 4:30 PM in Building 02 Room 120. Applications are reviewed by the Credential Program Committee within four weeks from submission and a decision will be emailed to your Cal Poly email. All items are to be submitted together.

If you have questions about any item, contact the Credential Office (Bldg 2, Room 120) at 805-756-2126. By checking each box, you acknowledge that the following items are attached to this application packet in the listed order:

- ☐ **PROGRAM APPLICATION PERSONAL INFORMATION - Page 4**
- ☐ **ACADEMIC HISTORY - Page 5**
 - ☐ **ACCREDITED BACHELORS DEGREE** - Teacher candidates must be in possession of a Bachelor's degree earned from a regionally accredited institution at the time they begin their teacher preparation program.
 - ☐ **PRE-REQUISITE COURSES**
 - ☐ **SPEAKING AND WRITING ENGLISH COMPETENCIES** - If you have earned your bachelor's degree at Cal Poly, SLO, you have already met these two requirements. If not, you must verify competency in speaking and writing of English **prior** to submission of your application. A completed competency verification form must be submitted with your application.
 - ☐ **TRANSCRIPTS** - Check with the Credential Office to learn if your official transfer transcripts are on file in the SOE. If not on file, attach unofficial transcripts to your application from each college/university/junior college you attended (**NOT Cal Poly**). You will be contacted if you are required to provide official transfer transcripts.
- ☐ **CERTIFICATE OF CLEARANCE** - This process must be completed for "Admission to the University" to seek a Credential or during the STEP I application, whichever is done first. Submit a photocopy of the completed "Request for LIVESCAN services" form 41-LS to the SOE Credential Office and complete the on-line direct application at www.ctc.ca.gov.
- ☐ **BASIC SKILLS** - Attach a photocopy of your official passing score report (i.e. CBEST, CSET + Writing Skills, ELM/EPT, EAP, SAT and/or ACT passing). For more information on the Basic Skills Requirement see the Commission on Teacher Credentialing Leaflet [CL-667](#).
- ☐ **CSET EXAMINATION** - Proof of having passed the California Subject Examinations for Teachers. Attach a photocopy of passing score report.
- ☐ **VERIFICATION OF EARLY FIELD EXPERIENCE - Page 6.** An approved early field experience **must be completed prior to the quarter you are applying for**. If you completed an approved Early Field Experience course (EDUC 300 or SCM 300), you should fill in the course information on the application form and submit your field experience log verifying 45 hours of observation. If you met this requirement via actual classroom experience submit an advisor approved verification form, with your application.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 2 -

CAL POLY SCHOOL *of* EDUCATION

Admissions & Evaluations – STEP I Program Application



- ☐ **TUBERCULOSIS AND RUBELLA CLEARANCE - Page 7.** You must also submit a photocopy of the TB and Rubella clearances to the Credential Office.
- ☐ **PROFESSIONAL APTITUDE INTERVIEW-** Special Education Program applicants are required to participate in a Professional Aptitude Interview. You will be contacted to schedule your interview.
- ☐ **SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE - Page 8 & 9.** Sign and date that you have read and received a copy of the School of Education's Vision and Mission statements, Learning Outcomes, and Dispositions, which are part of the School's overall assessment program.
- ☐ **INFORMED CONSENT TO PARTICIPATE IN SCHOOL OF EDUCATION RESEARCH - Page 10 & 11.** Read and sign that you have agreed or do not agree to participate in the Teacher Quality Program Research.
- ☐ **EMERGENCY CONTACT INFORMATION- Page 12.**
- ☐ **LETTERS OF RECOMMENDATION -** For SPED program applicants, letters of recommendation should have been submitted as part of your application to the university on CalStateApply.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 3 -

CAL POLY SCHOOL *of* EDUCATION

Admissions & Evaluations – STEP I Program Application



PROGRAM APPLICATION PERSONAL INFORMATION

Please hand write or fill out electronically and printout. Should you change your address, phone number or email address during the application process or preparation program, you must notify **both** the School of Education and the Office of the Registrar. Changing information with the Office of the Registrar does not change your record with the School of Education.

Program: _____ **EMPLID #:** _____

NAME: _____
(First) (Middle) (Last)

MAILING ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PERMANENT ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

SOCIAL SECURITY #: _____ **DATE OF BIRTH:** / /

HOME PHONE: _____ **CELL PHONE:** _____

CAL POLY EMAIL _____ **@CALPOLY.EDU**

The information provided as part of this application will not be released in any personally identifiable form to any other party.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 4 -

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



ACADEMIC HISTORY

LAST NAME FIRST NAME MI EMPLID

1. LIST ALL COLLEGES AND UNIVERSITIES ATTENDED - Including community and junior colleges

NAME OF INSTITUTION	LOCATION	FROM/TO	DEGREE	MAJOR

Submit unofficial transcripts (copies are acceptable) for any coursework completed since being admitted to Cal Poly.

2. ENGLISH COMPETENCY VERIFICATION

SPEAKING ENGLISH - The Cal Poly General Education area A1: Communication coursework (with a minimum grade of "C" or better) or an approved examination will satisfy this requirement. **COMS 101 or 102** (formerly SCOM 101 and 102), or equivalent articulated course

☐ **COURSE COMPLETED:** GRADE:

QUARTER/SEMESTER AND YEAR COMPLETED:

INSTITUTION:

WRITING ENGLISH - If you graduated from a CSU/UC your GWR course or examinations fulfills this requirement.

☐ **COURSE COMPLETED:** GRADE:

QUARTER/SEMESTER AND YEAR COMPLETED:

INSTITUTION:

OR

☐ **WPE Examination Passed - Quarter/Semester and Year Completed:**

3. PRE-REQUISITE COURSES

Completed	Enrolled	Course	Quarter	Year	Grade
<input type="checkbox"/>	<input type="checkbox"/>	EDUC 440 (Educating Individuals with Exceptional Needs) or approved alternative			
<input type="checkbox"/>	<input type="checkbox"/>	EDUC 427 (Theories, Methods, and Assessment of 1 st and 2 nd Language Acquisition in Schools)			

Signature of Candidate: Date:

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 5 -

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



VERIFICATION OF EARLY FIELD EXPERIENCE

Note: Use this form ONLY IF ACTUAL EXPERIENCE, or a non-Cal Poly course is being used to fulfill the Early Field Experience requirement. **If EDUC 300 or SCM 300 was completed please submit your verification of completion of the 45 hours of observation in place of this form.**

Teaching Subject: _____ EMPLID #: _____

NAME: _____
(First) (Middle) (Last)

I. APPROVED SUBSTITUTED COURSE:

The following approved course has been taken to fulfill the Early Field Experience requirement:

Course prefix and number _____ Quarter _____ Year _____

II. ACTUAL EXPERIENCE

- ☐ Teacher ☐ Substitute Teacher ☐ Teacher's Aide
☐ Volunteer in the Classroom ☐ Other _____

Date of experience: _____ to _____
Beginning Ending

Total number of supervised hours in the classroom (Min. Hrs. = 45): _____

Signature of Candidate: _____ Date: _____

----- TO BE COMPLETED BY THE SUPERVISING TEACHER AND PRINCIPAL -----

Description of Applicant's responsibilities in the classroom: _____

How was Applicant supervised? _____

School Name, Address, and Telephone number _____

Signature of Principal: _____ Date: _____

Signature of Supervising Teacher: _____ Date: _____

APPROVAL OF CONTENT ADVISOR

☐ I DO ☐ I DO NOT APPROVE of the above activity to fulfill the Early Field Experience Requirement.

Signature of Content Advisor: _____ Date: _____

SSCP 10/27/17

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



TUBERCULOSIS & RUBELLA CLEARANCE

LAST NAME

FIRST NAME

MI

EMPLID

TUBERCULOSIS (TB) CLEARANCE	RUBELLA CLEARANCE
SKIN TEST:	VACCINE GIVEN:
DATE:	DATE:
RESULT:	TYPE:
CHEST X-RAY:	TEST FOR ANTIBODIES:
DATE:	DATE:
RESULT:	RESULT
Doctor/Nurse's Signature/Authorized Designee	Doctor/Nurse's Signature/Authorized Designee
Date:	Date:

INSTRUCTIONS

Who should complete this form? You may have your physician or the Cal Poly Health Center (756-1211) complete the information on this form. This form does not need to be completed if copies of your evidence of MMR and TB are provided in place.

What should I submit? You may submit a copy of past medical records or you can submit a photocopy of this health form, which is provided as a convenience only, with your SSCP application packet.

TB requirements: Official evidence indicating freedom from Tuberculosis within the past three years. **Allow time for test results.** TB results take at least 48 hours, and you need to make arrangements to have the test read. Be sure you allow sufficient time to meet the application/ portfolio deadline.

Rubella vaccination: Rubella immunizations are generally valid for a lifetime, but if you received a Rubella booster injection before January 1, 1980, it must be repeated.

Proof to schools. Don't forget! You must provide evidence that you are free from Tuberculosis to the Principal's office of each school in which you student teach.

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 - 7 -

SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE

The School of Education at California Polytechnic State University-San Luis Obispo adheres to the following standards for faculty, staff, and candidate conduct and performance. Our Vision and Mission statements provide the core identity, purpose, and values of the School. In support, the faculty has identified six learning outcomes and six dispositions (professional commitments) that reflect the Vision and Mission statements and form the basis for all our credential and graduate programs. Our ultimate goal is for all affiliated with the School to uphold the highest standards as professional educators.

VISION - The School of Education programs support the development of qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION - The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn- by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

SCHOOL OF EDUCATION LEARNING THEMES

- **InformED - Advancing Disciplinary Knowledge**
InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.
- **EmpowerED - Responding To Diverse Learning Needs**
EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.
- **EngagED - Building Cultural Responsiveness**
EngagED educators support cultural sustainability, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, and social justice.
- **ConnectED - Drawing on Knowledge and Partnerships Across Disciplines and Communities**
ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.
- **GroundED - Demonstrating Professionalism**
GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.
- **TransformED - Encouraging Continuous Growth & Reflection**
TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection as an intentional part of a broader commitment to inquiry and improvement.

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



DISPOSITIONS

Professionalism

- 1.1 **Responsibility and Accountability** – Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 **Creating Positive Climate** – Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

- 2.1 **Cultural and Community Responsibility** – Promotes respect for self, students, families, community, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 **Collaboration** – Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

- 3.1 **Inquiry and Innovation** – Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
- 3.2 **Social Justice** – Seeks to understand the way privilege and inequity operate in education at the individual, school, and societal level. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

ACKNOWLEDGEMENT

My signature below indicates that I have read and discussed the School of Education's Vision and Mission statements, Learning Themes, and Dispositions, which are part of the School's overall assessment program.

Signature of Candidate: _____ Date: _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 9

INFORMED CONSENT TO PARTICIPATE IN RESEARCH ABOUT THE SCHOOL OF EDUCATION TEACHER CREDENTIAL PROGRAMS

An investigation of the impact of El Camino-TQP reforms on teacher preparation

Researchers Chance Hoellwarth (Physics), Megan Guise (English), and Leah Wood (Education), at Cal Poly are conducting research to learn more about the experiences of cooperating teachers, teacher candidates, university supervisors, and faculty in School of Education (SOE) programs, placements and/or professional development events. The purpose of the study is to evaluate the effectiveness and impact of El Camino-TQP grant reforms on credential program stakeholders and district partners (SOE faculty, university supervisors, teacher candidates, cooperating teachers + administrators, and K-12 student learners). TQP-El Camino grant reforms included in this research project are 1) Danielson Framework for Teaching, 2) Professional Development Model, 3) Rural Student Teaching Placement, 4) Mock IEP Event.

You are a possible participant in the study because you are enrolled in or working with one of the programs in the study, or are attending an El Camino-TQP grant funded professional development event.

Participating in this study may involve additional work outside the normal requirements of the credential program or event. The additional time required for this research portion of the program will not take more than 2 hours per quarter. The data for this research will be collected from approved surveys, observation tools, existing SOE surveys and assessments that all students enrolled in SOE credential programs are required or requested to participate in, and stakeholder (program faculty, teacher candidate, university supervisor, cooperating teacher) interviews. The Survey/Assessment tools we will be using include:

Program Assessment tools:

- SOE Exit Survey
- SOE Student Teacher Satisfaction survey
- CTQ Year out Teacher survey
- Formative & Summative Student Teaching assessments (for SS, MS, and SPED programs)
- University Supervisor Observations

Research Tools

- Rural placement survey
- Pre/post event + training surveys
- Stakeholder interviews

Participation includes all required elements of the program; however, the participant may opt out of the data/research.

Teacher candidate participants who are placed in a rural school placement and who consent to participation in this research will receive a \$600 stipend each quarter of their student teaching placement. Stipends will be distributed through the financial aid office.

District cooperating teacher participants, university supervisors and faculty will receive a small stipend (\$100) as incentive for their attendance at El Camino-TQP professional development events that are included in this research.

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CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – STEP I Program Application



There are no known or anticipated risks from your research participation.

There is no direct benefit for you to allow your survey answers, assessments, and interview transcripts to be used for research purposes; however, your participation may impact and improve the SOE credential programs for future teacher candidates and program stakeholders. Your survey responses, interview transcripts and program assessments will be analyzed to determine the impact and effectiveness of TQP reforms as outlined in the research protocol. All results from this study will be reported outside of the School of Education through anonymous and where appropriate aggregated data to protect your privacy.

Any audio recordings of stakeholder interviews will be sent to GMR Transcription Services, Inc. for transcription via a secure server. Our research group has a confidentiality agreement signed with GMR to ensure the security of your interview transcripts. A copy of this agreement can be made available to you upon request. All audio files are permanently and securely deleted from the GMR system after transcription and only members of the research study will be have access to written transcripts. The research team will code the interview, and pseudonyms will be used for all names, locations, etc. in order to protect your identity.

Your decision whether or not to participate will not prejudice your relations with Cal Poly, San Luis Obispo. If you decide to participate, you are free to withdraw your consent and to discontinue your participation at any time without penalty. You also do not have to answer any questions you chose not to answer. The Human Subjects Committee at Cal Poly has reviewed and approved this research.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact Dr. Chance Hoellwarth at choellwa@calpoly.edu, Dr. Megan Guise at me guise@calpoly.edu, or the TQP Office/Sarah Hegg at shegg@calpoly.edu, (805) 756-7492.

If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Michael Black, Chair of the Cal Poly Human Subjects Committee, at 805-756-2894, mblack@calpoly.edu, or Dr. Dean Wendt, Dean of Research at 805-756-1508.

If you agree to continue to voluntarily participate in this research project by allowing the data collected to be used for research purposes, please sign below. Please keep a copy of this form for your reference, and thank you for your participation in this research effort!

- ☐ **Consent: I allow my information to be included in the**
☐ **research project I do NOT Consent**

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____

Return all documents to the School of Education, Cal Poly, San Luis Obispo Credential Office - Building 02, Room 120 11

TEACHER CANDIDATE EMERGENCY CONTACT INFORMATION

In case of an emergency in which the teacher candidate requires special and/or medical attention, the teacher candidate would like the following person(s) to be contacted immediately in the following order:

First and Last Name	Phone #	Relationship
---------------------	---------	--------------

First and Last Name	Phone #	Relationship
---------------------	---------	--------------

First and Last Name	Phone #	Relationship
---------------------	---------	--------------

Additional Comments/Directions:

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____

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CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – Credential Office Evaluation



CAL POLY
School of Education

Credential Office Evaluation (SPED)

Name: _____

SSN: _____

Date of Birth: _____

Evaluations: Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Recommended for Credential by: _____ Date: _____

Pre-Requisite Coursework

Notes: _____

- ☐ EDUC 300 - Early Field Experience
- ☐ EDUC 427 - 1st and 2nd Language Acquisition
- ☐ EDUC 440 - Special Education Foundations

☐ Accredited Bachelor's Degree

Institution: _____ Date: _____ Accr: _____

☐ GPA: _____

☐ Official Transcripts

Institution: _____

Institution: _____

☐ Letters of Recommendation

Name: _____ Date: _____

Name: _____ Date: _____

☐ Certificate of Clearance

☐ Basic Skills Requirement (CBEST)

Taken (Date: _____) ☐ Passed (Date: _____)

☐ Subject Matter Preparation (CSET)

Taken (Date: _____) ☐ Passed (Date: _____) OR

Completed Approved SMPP: _____ Date: _____

☐ Reading Instruction Competence (RICA)

Health Screenings

☐ TB ☐ Rubella

☐ Writing Requirement

☐ Speech Requirement

☐ Health Education Requirement

☐ U.S. Constitution Requirement

☐ CPR Certification

☐ CTQ Exit Survey Completion

This form includes Level 1 privacy data and MUST be treated with Level 1 security.

10/26/2017 8:48:39 AM

Program Advisor Review (ELAP)

Advisor: _____

Student Name: _____

Date: _____

Subject: Educational Leadership & Administration

The above named individual has applied for admission to the **ELAP Program** for _____ (Term) to pursue a **Preliminary Administrative Services Credential**. Please review the attached admissions materials and indicate your recommendation by completing the lower portion of this form. Return the form and admission materials to the Credential Office as soon as possible. Application materials can also be reviewed through the CalStateApply system.

YES	NO	CBEST
		The applicant has satisfied the basic skills requirement prior to admission
		Pre-Requisite Credential
		<input type="checkbox"/> Clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or equivalent, and holds English learner authorization OR
YES	NO	<input type="checkbox"/> Clear or life California designated subjects teaching credential in adult education, career technical education, vocational education, or special subjects, AND possession of a baccalaureate degree and English learner authorization OR
		<input type="checkbox"/> Clear or life California services credential in pupil personnel services, health services, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.
		Experience
		<input type="checkbox"/> Five years of successful, full-time teaching experience with an employing agency OR
YES	NO	<input type="checkbox"/> Five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology, or clinical or rehabilitative services with an employing agency OR
		<input type="checkbox"/> Appropriate combination of the above
YES	NO	Accredited Bachelor's Degree
		The applicant will possess a regionally accredited bachelor's degree prior to admission.
YES	NO	Letter(s) of Rec
		The applicant has submitted a letter of recommendation that supports the candidate's professional aptitude for teaching.
YES	NO	Interview
		The applicant has been interviewed OR submitted a video testimonial (as required and determined by the program) and demonstrates sufficient professional aptitude for initial admission to the program.
YES	NO	GPA: _____
		The applicant's GPA is at least a 2.75 in the last 90 quarter units, or a 2.67 overall.

RECOMMENDATION:

- ☐ Applicant should be **admitted** based on a GPA that is equal or greater than the admission GPA.
- ☐ Applicant should be **admitted**, although admission GPA is below 2.75 in last 90 unites, or 2.67 overall.
- ☐ Applicant should be **conditionally admitted**, subject to the following conditions: _____

- ☐ Applicant should be **denied admission**, for the following reasons: _____

Signature of ELAP Coordinator: _____

Credential Office Evaluation (ELAP)

Name: _____

SSN: _____ **Date of Birth:** _____

Evaluations:

Completed by: _____	Date: _____
Completed by: _____	Date: _____
Completed by: _____	Date: _____
Completed by: _____	Date: _____
Recommended for Credential by: _____	Date: _____
OR Recommended for Cert. of Elg. by: _____	Date: _____

Pre-Requisite Credential

Notes:

- ☐ Clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or equivalent, and holds English learner authorization **OR**
- ☐ Clear or life California designated subjects teaching credential in adult education, career technical education, vocational education, or special subjects, **AND** possession of a baccalaureate degree and English learner authorization **OR**
- ☐ Clear or life California services credential in pupil personnel services, health services, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

Experience

- ☐ Five years of successful, full-time teaching experience with an employing agency **OR**
- ☐ Five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology, or clinical or rehabilitative services with an employing agency **OR**
- ☐ Appropriate combination of the above

☐ Accredited Bachelor's Degree

Institution: _____ Date: _____ Accr: _____

☐ GPA: _____

☐ Official Transcripts

Institution: _____

Institution: _____

☐ Letters of Recommendation

Name: _____ Date: _____

Name: _____ Date: _____

☐ Basic Skills Requirement (CBEST)

☐ Taken (Date: _____) ☐ Passed (Date: _____)

Health Screenings

☐ TB ☐ Rubella

☐ Verification of Employment (CL 777)

Verification of an offer of employment in a full or part-time administrative position in an employing agency. (If a candidate has satisfied all other requirements but does not have an offer of employment, the program shall recommend for a Certificate of Eligibility).

This form includes Level 1 privacy data and MUST be treated with Level 1 security.

Program Advisor Review (SABE)

Advisor: _____

Student Name: _____

Date: _____

Subject: Bilingual Education Program

The above named individual has applied for admission to the **SABE Program** for _____ (Term) to pursue a **Supplementary Authorization in Bilingual Education**. Please review the attached admissions materials and indicate your recommendation by completing the lower portion of this form. Return the form and admission materials to the Credential Office as soon as possible. Application materials can also be reviewed through the CalStateApply system.

Pre-Requisite Credential

YES NO The applicant possesses/will possess a valid pre-requisite credential prior to enrollment **AND** the pre-requisite credential includes EL Authorization **OR**

YES NO The applicant has been admitted for concurrent enrollment to the **MS SS SPED** program

Evidence of Language Proficiency (CSET)

Taken (Date: _____) Passed (Date: _____)

Accredited Bachelor's Degree

The applicant will possess a regionally accredited bachelor's degree prior to admission.

Letter(s) of Rec

The applicant has submitted a letter of recommendation that supports the candidate's professional aptitude for teaching.

Interview

The applicant has been interviewed **OR** submitted a video testimonial (as required and determined by the program) and demonstrates sufficient professional aptitude for initial admission to the program.

GPA: _____

The applicant's GPA is at least a 2.75 in the last 90 quarter units, or a 2.67 overall.

RECOMMENDATION:

☐ Applicant should be **admitted** based on a GPA that is equal or greater than the admission GPA.

☐ Applicant should be **admitted**, although admission GPA is below 2.75 in last 90 units, or 2.67 overall.

☐ Applicant should be **conditionally admitted**, subject to the following conditions: _____

☐ Applicant should be **denied admission**, for the following reasons: _____

Signature of SABE Coordinator: _____

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – Credential Office Evaluation



CAL POLY
School of Education

Credential Office Evaluation (SABE)

Name: _____

SSN: _____

Date of Birth: _____

Evaluations: Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Recommended for Credential by: _____ Date: _____

Pre-Requisite Requirements

Notes: _____

☐ Valid Credential with EL Authorization **OR** Concurrent Enrollment

☐ Evidence of Language Proficiency (CSET)

Taken (Date: _____) Passed (Date: _____)

☐ Accredited Bachelor's Degree

Institution: _____ Date: _____ Accr: _____

☐ GPA: _____

☐ Official Transcripts

Institution: _____

Institution: _____

☐ Letters of Recommendation

Name: _____ Date: _____

Name: _____ Date: _____

☐ Written Statement

☐ Performance Aptitude Interview (PAI)

Completed Program Coursework

☐ EDUC 423

☐ EDUC 433

☐ EDUC 405

This form includes Level 1 privacy data and MUST be treated with Level 1 security.

11/20/2017 10:22:16 AM

APPENDIX H.

AGED EVALUATIONS CHECKLISTS AND FORMS

Tehcnical Ag. Worksheet

Name:		ID#:		Date:	
Technical Agriculture (All blanks must indicate quarter course was completed)					
1. Single Subject CORE	Course	Units	Quarter	3. Single Subject Prof Educ	Course
AEPS 120/230 OR EHS 230 (4)				AGED 350 (2)	
AEPS 150 (CRSC 123) (4)				AgEd 438/524 (4)	
AEPS 250/260 (FRSC/VGSC 230/1/2) (4)				EDUC 410 (4)	
AGB 214 (4)				EDUC 412 (4)	
AGB 301 (4)				EDUC 414 (4)	
ASCI 112 (4)				EDUC 416 (3)	
ASCI 225 (4)				EDUC 417 (1)	
BRAE 121 (2)				EDUC 418 (3)	
BRAE 141 (3)				EDUC 419 (1)	
BRAE 340 (3) or 481 (2)				KINE 250 (4)	
DSCI 230 (4)				CBEST or Equivalent -	
IME 142 (2) OR WELD 70A (4.5)				CPR	
NR 308 (3) OR AG 450 (4)				TB/Measles	
SS 121 (4)				Livescan	
[AgEd 404 (3) Ag Science]				Speech	
				US Constitution	
				Certificate of Clearance	
1. Total (48 - 53.5)		0		3. Total	0
2. Single Subj. Conc. (BS)	Course	Units	Quarter	4. Ag Specialist - Tech Ag	Course
2. Total (28)		0		4. Total (21.5 - 27)	0
5. Ag Specialist - Prof Ed	Course	Units	Quarter	7. Single Subj. STExperience	Course
AgEd 102 (2)				AgEd 424 (3)	
AgEd 303 (4)				AgEd 440 (18)	
AgEd 520 (3)				AgEd 441 (2)	
AgEd 522 (3)				AgEd 513 (5)	
5. Total (12)		0		7. Total (28)	
Total Number of Technical AG Electives Required (Section 1 + Section 2 + Section 4) =					0
6. Writing Competency - GWR or Course			Fulfilled by... [CSU graduate?]		
Candidate has completed 103 units of technical Agriculture courses and has an identified area of specialization (See above)					
Department Head, Agricultural Education and Communication Department and Credential Advisor					

NEW Acceptance to Candidacy - FORM

Professional Photo Inserted Here	Name:
	Permanent Mailing Address:
	Local Phone Number:
	Email Address:
	Current Major:
	Current Concentration:
	Current C.G.P.A. (Verified):
	Anticipated Graduation Date:
	Two Outside Letters of Recommendation that state you would make a good teacher: 1. Written by Whom 2. Written by Whom
Subject Matter Prep – CSET OR coursework	Education (Transcripts Submitted & Verified): Community College(s): Other Universities:
Leadership Experiences (Organizations & Roles): Ag Ambassadors – Officer, Committee, Membership Alpha Tau Alpha – Officer, Committee, Membership CAFES – Officer, Committee, Membership CFFA – Officer, Committee, Membership Other:	
CBEST (Scanned & Inserted)	Certificate of Clearance (Scanned & Inserted)
SOE Dispositions (Scanned & Signature Inserted)	

BS 10.29.2015 Email to bswan@calpoly.edu prior to your
 Acceptance to Advancement Interview. We will review during our time together.

NEW Acceptance to Candidacy - FORM

Technical Skills AREAS	Courses Taken	Experiences Gained	Game Plan to Strengthen SKILLS
Agricultural Mechanics Concrete, Electrical, Fabrication, Plumbing, Engines, Welding, Wood/Construction.			
Animal Science Aquaculture, Breeding, Handling, Management, Nutrition, Production			
Plant/Soil Science Crops, Floriculture, Forestry, Horticulture, Landscaping, Production, Propagation, Soil			
Sales/Service Customer Service, Ag Sales, Accounting, Inventory			

List chronologically, with the last agricultural experience first...

Name of Supervisor (Self?)	Nature, Size, & Scope of Experience	Start Date	Finish Date	Hours Before High School Graduation	Hours After High School Graduation

Hour SUBTOTALS

TOTAL HOURS

Occupational Experience:

- At least 1,500 hours must be post high school.
- At least 500 hours must be paid experience or post high school self-employment.
- At least 500 hours must be in production agriculture or ornamental horticulture.
- 1500 hours can be included prior to High School Graduation. If this is met, only 1500 hours after high school are required. If there are no hours prior to High School Graduation, 2000 hours after high school graduation are required.
- Verification of experience must accompany the Agricultural Education and Communication Department's copy in the form of letters from employer(s) and/or notarized statement from candidate.

TO WHOM IT MAY CONCERN:

I do hereby certify that the above statement is a true and accurate record of my self-employment as noted.

Signature: _____

Date: _____

State of California - County of San Luis Obispo On _____ (date) before me, _____, (the undersigned Notary Public), personally appeared _____ and proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s) or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.
WITNESS my hand and official seal.

Signature of Notary

BS 10.29.2015 Email to bswan@calpoly.edu prior to your
Acceptance to Advancement Interview. We will review during our time together.

APPENDIX I.
EDUC COURSE DESCRIPTIONS FROM THE 2015-2017 CATALOGUE

EDUC-EDUCATION

EDUC 125. First Year Seminar.2 units

CR/NC

Term Typically Offered: TBD

Issues associated with the successful transition from high school or community college to Cal Poly. Links fostered between student needs and campus resources. Coverage of academic policies and procedures, university study skills, goal setting, career planning, wellness and other topics relevant to student success. Not open to students with credit in [UNIV 100](#). Credit/No Credit grading only. 1 lecture, 1 activity. Crosslisted as EDUC/[UNIV 125](#).

EDUC 207. Children's Learning and Development in Educational Settings.4 units

Term Typically Offered: TBD

Prerequisite: Sophomore standing; [PSY 201](#) or [PSY 202](#) or admission to the university with the intent to enter the MSTEP Program.

Study of theories and research about the development and learning of children and young adolescents within diverse backgrounds, and application to teaching in public school settings. Observations/interactions with children in school settings. 3 lectures, 1 activity. Participation in public schools requires mandated fingerprint clearance. Crosslisted as CD/[EDUC 207](#).

EDUC 270. Selected Topics.1-4 units

Term Typically Offered: TBD

Prerequisite: Open to undergraduate students and consent of instructor.

Directed group study of selected topics. The Schedule of Classes will list title selected. Total credit limited to 8 units. 1 to 4 lectures.

EDUC 300. Historical, Philosophical, and Social Foundations of Public Education.3 units

Term Typically Offered: F, W, SP

Prerequisite: Junior standing.

Historical, philosophical, and social foundations of public education in relation to school curriculum, instruction and dispositions of effective teachers. Structured observation and participation in K-12 public schools with attention to instructional practices for diverse learners. 2 lectures, 1 activity. Participation in public schools requires mandated fingerprint clearance.

EDUC 400. Special Problems for Undergraduates.1-4 units

Term Typically Offered: TBD

Prerequisite: Junior standing and consent of instructor.

Individual investigation, research, studies or surveys of selected problems. Total credit limited to 8 units, with a maximum of 4 units per quarter.

EDUC 401. Field Experience Seminar.3 units

CR/NC

Term Typically Offered: F

Prerequisite: admission to the single subject credential program.

Discussion of contemporary educational issues, classroom practice, and professional dispositions; reflection on beginning fieldwork experiences in the classroom and their connection with educational theory and research. Credit/ No Credit grading only. 3 seminars.

EDUC 405. Social, Historical and Cultural Influences on Latino/a Students in Education.4 units

Term Typically Offered: SP

Prerequisite: SPAN 202 with a grade of B or better, or appropriate score on placement exam, or consent of instructor.

Social, cultural, historical, political, economic, and educational factors and systems in Latin America and the United States that have contributed to and shaped Latino/a individual and group identity. How factors affect individual acculturation in California and the United States and influence how Latino/as experience and participate with schooling in the United States. 3 seminars, 1 activity.

EDUC 410. Social, Historical and Ethical Perspectives on Teaching and Learning.4 units

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Single Subject Credential Program.

Inquiry into the social, historical, philosophical and psychological foundations of education with an emphasis on applying educational theory to practice. Prepares Single Subject Credential Program students for classroom teaching. 4 lectures.

EDUC 412. Access to Learning in a Pluralistic Society.4 units

Term Typically Offered: F, SP

Prerequisite: Admission to the Single Subject Credential Program.

The role of culture, status, identity, and human development in public school experiences of diverse learners. Organization and management of secondary school classrooms as related to adolescent development and issues of access to learning. 4 lectures.

EDUC 414. Curriculum and Inquiry in Public Schools.4 units

Term Typically Offered: F, SP

Prerequisite: Admission to the Single Subject Credential Program.

Principles, methods and practices of organizing curriculum, instruction, and assessment for secondary school subject areas, with an emphasis on backward design in curriculum development and assessment. Site visits to local schools to allow analysis of planning, instruction, and assessment in secondary school classrooms. 4 lectures.

EDUC 416. Literacy, Language, and Culture in Content Area Classrooms.3 units

Term Typically Offered: F, W

Prerequisite: Admission to the Single Subject Credential Program.

Theories and application of literacy learning, assessment and second language acquisition in content classrooms. Observation of classrooms, tutoring English language learners, designing and teaching literacy lessons, planning and implementing assessments across content areas. Recognition of the role of culture in language acquisition. 3 lectures.

EDUC 417. Literacy, Language, and Culture in the Content Area Classroom Fieldwork.1 unit

CR/NC

Term Typically Offered: F, W

Fieldwork in the secondary classroom related to literacy, language and culture for Agriculture Education candidates. Includes 1-3 hours of observation each week. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading. 1 activity.

EDUC 418. Culturally Responsive Teaching in Diverse Classrooms.3 units

Term Typically Offered: F, SP

Prerequisite: Admission to the Single Subject Credential Program.

Differentiated instruction and further theoretical knowledge and skills needed for successful teaching of linguistically and culturally diverse learners, as well as students with special learning needs. PACT Assessments embedded in course prepare credential candidates for the teaching event. 3 lectures.

EDUC 419. Culturally Responsive Fieldwork in Diverse Classrooms.1 unit

CR/NC

Term Typically Offered: F, SP

Fieldwork in the secondary classroom related culturally responsive teaching in diverse classrooms for Agriculture Education candidates. Includes 1-3 hours of observation each week. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading. 1 activity.

EDUC 423. Bilingual Literacy.4 units

Term Typically Offered: W

Prerequisite: Admission to the Spanish Authorization for Bilingual Educators (SABE) Program.

Patterns of classroom organization, application of reading programs, approaches, methods in English and Spanish, and supervised field experiences in elementary classrooms with bilingual students. 3 seminars, 1 activity.

EDUC 427. Theories, Methods, and Assessment of First and Second Language Acquisition in Schools.4 units

Term Typically Offered: F, W, SP

Prerequisite: Senior standing. Recommended: [ENGL 391](#).

Theories, methods, materials and assessment involved in the instruction of emergent bilingual students. Bilingual, transitional, and English only programs compared across a historical framework. Emphasis on an integrated language arts approach; theories of language acquisition. 3 seminars, 1 activity. Participation in public schools requires mandated fingerprint clearance.

EDUC 428. Foundations of K-8 Literacy Teaching and Learning in Schools with Diverse Populations.4 units

Term Typically Offered: F, W, SP

Prerequisite: Senior or Graduate standing.

Introduction of foundational topics in literacy teaching and learning in K-8 schools with diverse populations. Examination of concepts and theories underlying literacy learning and instruction, and relating research-based patterns of reading and writing development to features of the learner and learning environments. Participation in public schools requires mandated fingerprint clearance. 3 seminars, 1 activity.

EDUC 429. Learning to Teach K-8 Literacy in Schools with Diverse Populations.4 units

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Integration of theory and practice for planning, instruction and assessment in a balanced, comprehensive, research-based K-8 literacy and language arts program to enable children of all abilities and background to read, write, speak, listen and think effectively. 4 seminars.

EDUC 431. Learning to Teach K-8 Social Studies with Diverse Populations.4 units

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Curriculum instruction and assessment concepts regarding teaching social studies to culturally diverse students in grades K-8, to promote civic competence and the development of elementary students' knowledge and reasoning in the social sciences. 4 seminars.

EDUC 433. Foundations of Bilingual Education.4 units

Term Typically Offered: F

Prerequisite: Admission to the Spanish Authorization for Bilingual Educators (SABE) Program.

History, theories, and practices associated with contemporary bilingual education in California and the U.S.

Observation and limited teaching in bilingual classrooms. Approximately one-half of the class taught in Spanish. 3 seminars, 1 activity.

EDUC 435. Learning to Teach K-8 Mathematics with Diverse Populations.4 units

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Curriculum, instruction, and assessment concepts regarding teaching mathematics for understanding to culturally diverse students in grades K-8, with emphasis on using manipulatives to promote elementary students' development of mathematical knowledge and reasoning. 4 seminars.

EDUC 436. Learning to Teach K-8 Science with Diverse Populations.4 units

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Curriculum, instruction, and assessment concepts regarding teaching science for understanding to culturally diverse students in grades K-8, with emphasis on teaching via inquiry to promote the development of scientific knowledge and reasoning. 3 seminars, 1 activity.

EDUC 438. Multiple Subject Clinical Practice I.2-4 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation (MSTEP) Program.

Clinical experiences involving observation; limited lesson planning, instruction, assessment and reflection; growth as a professional educator and participation in school-related activities in K-8 public school classrooms.

Participation in public schools requires mandated fingerprint clearance. Total credit limited to 4 units. Credit/No Credit grading only.

EDUC 439. Multiple Subject Clinical Practice Seminar I.2 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation (MSTEP) Program.

Discussion of contemporary educational issues and classroom practice; reflection on beginning clinical experiences in elementary education and their connection with educational theory and research. Total credit limited to 4 units. Credit/No Credit grading only. 2 seminars.

EDUC 440. Educating Individuals with Exceptional Needs.4 units

Term Typically Offered: F, W, SP

Prerequisite: [EDUC 429](#), [EDUC 431](#), [EDUC 435](#), [EDUC 436](#), [EDUC 438](#) and [EDUC 439](#).

Characteristics, incidence, and etiology of individuals with exceptional needs. Problems, assessment, and approaches toward accommodating students with exceptional needs in the regular classroom. 3 seminars, 1 activity.

EDUC 442. Elementary Field Experience in General and/or Special Education.1-4 units

CR/NC

Term Typically Offered: F

Prerequisite: Acceptance into the Preliminary Special Education Credential Program or the Multiple Subject Teacher Preparation (MSTEP) Program.

Public school classroom experiences in general education and/or special education classrooms at the elementary level. Teaching individuals and small groups. Total credit limited to 4 units. Credit/No Credit grading only.

EDUC 447. Secondary Field Experience in General and/or Special Education.1-4 units

CR/NC

Term Typically Offered: F

Prerequisite: Acceptance into the Preliminary Special Education Credential Program or the Single Subject Credential Program.

Public school classroom experiences in general education classrooms and/or special education classrooms at the secondary level. Teaching individuals and small groups. Total credit limited to 4 units. Credit/No Credit grading only.

EDUC 449. Special Education Student Teaching.8 units

CR/NC

Term Typically Offered: SP

Prerequisite: Acceptance into Level I Special Education Credential Program, and completion of all program requirements. Concurrent: [EDUC 451](#).

Participation in public schools as a student teacher in activities representing different roles of special education teachers. Assumption of a teacher's responsibility for individual and small groups. Minimum 4 days per week. Credit/No Credit grading only.

EDUC 450. Teaching Performance Assessment Seminar.1 unit

CR/NC

Term Typically Offered: F, W, SP

Tasks, timelines, evaluation rubrics, and academic writing in relation to the Teaching Performance Assessments that are required for teacher credentialing in California. Total credit limited to 2 units. Credit/No Credit grading. 1 seminar. Corequisite: [EDUC 454](#) or [EDUC 456](#).

EDUC 451. Special Education Student Teaching Seminar.4 units

CR/NC

Term Typically Offered: SP

Prerequisite: Acceptance into Level I Special Education Credential Program; completion of program requirements for the Level I Special Education Program. Concurrent: [EDUC 449](#).

Educational issues and research, development and assessment of teaching portfolio, completion of materials for a job search, and beginning the first year as a special educator. 3 seminars, 1 activity.

EDUC 454. Multiple Subject Clinical Practice II.6 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation (MSTEP) Program.

Clinical experiences involving planning, instruction, assessment and reflection; growth as a professional and related activities in K-8 public school classrooms. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading only.

EDUC 455. Multiple Subject Clinical Practice Seminar II.3 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Acceptance into STEP II or STEP B of the Multiple Subject Teacher Preparation Program.

Concurrent: [EDUC 454](#).

Discussion of contemporary educational issues, state education policies and expectations for effective classroom practice; reflection on clinical experiences in elementary education and their connection with educational theory research. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading. 3 seminars.

EDUC 456. Multiple Subject Clinical Practice III.12 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: [EDUC 454](#) and [EDUC 455](#). Concurrent: [EDUC 457](#).

Advanced clinical experiences involving planning, instruction, assessment and reflection; growth as a professional and related activities in K-8 public school classrooms. Credit/No Credit grading only.

EDUC 457. Multiple Subject Clinical Practice Seminar III.3 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: [EDUC 454](#) and [EDUC 455](#). Concurrent: [EDUC 456](#).

Discussion of contemporary educational issues, national education policies and expectations for effective classroom practice; reflection on advanced clinical experiences in elementary education and their connection with educational theory and research. Credit/No Credit grading. 3 seminars.

EDUC 460. Clinical Practice I.4 units

CR/NC

Term Typically Offered: F

Prerequisite: Admission to the Single Subject Credential Program.

Clinical experiences involving observation; limited planning, instruction, assessment and reflection; growth as a professional, and participation in other school-related activities in secondary public classrooms. Credit/No Credit grading only.

EDUC 469. Clinical Practice II.8 units

CR/NC

Term Typically Offered: W

Prerequisite: Completion of courses and requirements to begin student teaching and approval of campus screening committee for credential candidates.

Part-time assignment in a classroom (Single Subject only). Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire morning in the classroom (or the equivalent) for one quarter. Credit/No Credit grading only.

EDUC 470. Selected Advanced Topics.1-4 units

Term Typically Offered: TBD

Prerequisite: Consent of instructor.

Directed group study of selected topics for advanced students. Open to undergraduate and graduate students. Class schedule will list topic selected. Total credit limited to 8 units. 1 to 4 lectures.

EDUC 471. Selected Advanced Laboratory.1-4 units

Term Typically Offered: TBD

Prerequisite: Consent of instructor.

Directed group laboratory study of selected topics for advanced students. Open to undergraduate and graduate students. The Schedule of Classes will list topic selected. Total credit limited to 8 units. 1-4 laboratories.

EDUC 479. Clinical Practice III.12 units

CR/NC

Term Typically Offered: SP

Prerequisite: Completion of all courses and requirements prerequisite to full-time student teaching and approval by campus screening committee for credential candidates.

Full-time assignment in a classroom (Single Subject only). Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire teaching day in the school for one quarter. Credit/No Credit grading only.

EDUC 480. Computer Based Curriculum.2 units

Term Typically Offered: TBD

Prerequisite: Junior standing.

Computer assisted instruction and computer based technology. Lesson planning and integration of technology into the K-12 curriculum. Familiarization with available educational courseware and software. Emphasis on classroom application. 1 seminar, 1 activity.

EDUC 500. Individual Study.1-4 units

Term Typically Offered: F,W,SP,SU

Prerequisite: Consent of department head, graduate major advisor, and supervising faculty member.

Advanced study planned and completed under the direction of a member of the department faculty. Open only to graduate students who have demonstrated ability to do independent work. Enrollment by petition. Total credit limited to 8 units.

EDUC 502. Advancing Pedagogical Practices with Technology.4 units

Term Typically Offered: W

Prerequisite: Graduate standing.

Examination of technology-supported instruction with special focus on the use of technology to enable constructivist learning experiences for K-12 students. A survey of advanced technologies including Web-based tools, apps, digital story telling, and media production. Course offered online only. 3 seminars, 1 activity.

EDUC 510. Education Finance and Resource Allocation.4 units

Term Typically Offered: SP

Prerequisite: Graduate standing and consent of instructor.

Financing public schools in America: historical and current sources and types of funding. District level and site level funding and budgeting including priorities and purchasing procedures. Financial implications of personnel contracts and obligations. 3 seminars, 1 activity.

EDUC 511. Educational Law and Governance.4 units

Term Typically Offered: SP

Prerequisite: Graduate standing and consent of instructor.

Legal aspects of school administration including unions, collective bargaining, and contract administration.

Governing roles of federal, state, and local agencies including boards and district administrators. 3 seminars, 1 activity.

EDUC 512. Education Organization and Management.4 units

Term Typically Offered: F

Prerequisite: Graduate standing and consent of instructor.

Principles of organization, management, and leadership and their relationship to educational effectiveness and productivity. Activity experience in the application of management theory in schools. 3 seminars, 1 activity.

EDUC 513. Education Planning and Decision Making.4 units

Term Typically Offered: F

Prerequisite: Graduate standing and consent of instructor.

Concepts of planning and decision making in educational administration that utilize a wide range of data gathering and analysis procedures. 3 seminars, 1 activity.

EDUC 515. Educational Program Management and Evaluation.4 units

Term Typically Offered: F

Prerequisite: Graduate standing and consent of instructor.

Supervision, management, and evaluation of educational curriculum and educational programs. Current trends in program management including mapping, monitoring, alignment. 3 seminars, 1 activity.

EDUC 516. Educational Personnel Supervision and Evaluation.4 units

Term Typically Offered: W

Prerequisite: Graduate standing and consent of instructor.

Principles and processes for the supervision and evaluation of certificated and classified staff including legal, research, and professional considerations. 3 seminars, 1 activity.

EDUC 518. Administrative Services Fieldwork.3 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Admittance to the Administrative Services Credential program and consent of instructor.

Supervised fieldwork in school administration for supervision at the elementary and secondary level. Assignments must encompass three of the four academic quarters and must involve some multicultural experience. Total credit limited to 18 units, only 9 of which may be applied toward master's degree. Credit/No Credit grading only.

EDUC 519. Professional e-Portfolios for Educational Leaders.1 unit

CR/NC

Term Typically Offered: SP

Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

Demonstration of exemplars of professional practice keyed to standards for the California Preliminary Administrative Services Credential. Class meets two (2) times per quarter. Faculty meet individually with students as to address portfolio development on a case-by-case basis. Credit/No Credit grading only. 1 activity.

EDUC 521. Literacy Across the Curriculum.4 units

Term Typically Offered: F

Prerequisite: Graduate standing.

Supporting students' literacy development across school subjects -- English language arts, mathematics, science, social studies -- through an integrated instructional approach focusing on critical literacy as meaning-making, accommodating diverse students including English language learners and students with special needs. 4 seminars.

EDUC 522. Advanced Classroom Pedagogy.4 units

Term Typically Offered: SP

Prerequisite: Graduate standing.

Principles of authentic pedagogy and development of a classroom learning community. Examination of the role of classroom culture and advanced instructional strategies to foster conceptual development and disciplinary ways of knowing in diverse classrooms. 4 seminars.

EDUC 523. Integrative Approaches to Curriculum.4 units

Term Typically Offered: W

Prerequisite: Graduate standing.

Perspectives, principles and practices for designing curriculum to foster authentic instruction using integrative approaches. Emphasis on designing for the development of multiple literacies. 3 seminars, 1 activity.

EDUC 528. Advanced Classroom Pedagogy in English Language Arts.4 units

Term Typically Offered: F

Prerequisite: Graduate standing.

The relationship between theory, research and practice in English Language Arts. Emphasis is on reading processes and principles and advanced teaching practices for the English Language Arts with attention to working with diverse students including English language learners and students with special needs. 4 seminars.

EDUC 532. Advanced Field Experiences in Education.2-6 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Graduate standing, completion of a basic teaching or administrative credential.

Advanced field experience and practical application of specialization emphasis for general and special education teachers, school administrators and school support personnel. Total credit limited to 12 units for specialist credentials. Total credit limited to 6 units for the master's degree. Credit/No Credit grading only.

EDUC 535. Advanced Classroom Pedagogy in Elementary Mathematics Education.4 units

Term Typically Offered: W

Prerequisite: Graduate standing.

Standards-based principles and advanced pedagogical practices for elementary mathematics instruction in diverse classroom settings. 4 seminars.

EDUC 536. Advanced Classroom Pedagogy in Elementary Science Education.4 units

Term Typically Offered: TBD

Prerequisite: Graduate standing.

Perspectives, principles and advanced practices for instruction geared to the Next Generation Science Standards at the elementary level. Emphasis on strategies to support elementary students in substantive conversation in a learning community and higher-order thinking and activity common to the practice of science/engineering. 4 seminars.

EDUC 542. Administration of Special Programs and Services.4 units

Term Typically Offered: W, SP

Prerequisite: Graduate standing and consent of instructor.

Principles and practices of organizing and administering special education, reading, counseling, and other support programs. Assessment and placement procedures, middle management's role, overview of specially funded programs, historical precedents and future trends. 3 seminars, 1 activity.

EDUC 544. Advanced Collaboration and Consultation for Teachers of Students with Special Needs.5 units

Term Typically Offered: TBD

Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

Advanced studies and skills in educational consultation. Emphasis on the collaborative and consultative role of the special educator with a wide range of individuals from diverse cultural backgrounds including school personnel, parents, outside agencies, and paraprofessionals. 3 seminars, 2 activities.

EDUC 545. Characteristics and Instruction of Pupils with Mild/Moderate Disabilities.5 units

Term Typically Offered: W

Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

Advanced studies and skills in educational consultation. Emphasis on the collaborative and consultative role of the special educator with a wide range of individuals from diverse cultural backgrounds including school personnel, parents, outside agencies, and paraprofessionals. 3 seminars, 2 activities.

EDUC 546. Reading and Language Arts Instruction in Special Education.5 units

Term Typically Offered: F

Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

Overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, and the role of phonics, emergent literacy, and diagnosis of reading problems for special education teachers. 3 seminars, 2 activities.

EDUC 550. Assessment Strategies for Special Education.5 units

Term Typically Offered: F

Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, [EDUC 440](#), [EDUC 446](#).

Using norm referenced, criterion referenced, and curriculum based testing for assessing academic, behavioral, and physical status of individuals with exceptional needs, including English language learners, for referral purposes. Instructional and evaluation decisions regarding exceptional students in school settings. 3 seminars, 2 activities.

EDUC 552. Support and Transition Strategies in Special Education.5 units

Term Typically Offered: W

Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, [EDUC 440](#), [EDUC 446](#).

Basic guidance techniques for teachers working with exceptional individuals and their families. Career selection, preparation, and counseling. Transition from school to work, and community resource utilization. 3 seminars, 2 activities.

EDUC 553. Current Issues, Emerging Research and Practices in Special Education.4 units

Term Typically Offered: TBD

Prerequisite: Admission to Level I Special Education Credential Program or masters degree program.

Consideration of assumptions and techniques of educational research regarding the educational, personal, social and vocational difficulties affecting the development of individuals with exceptional needs; emphasizing their applicability to general and specific educational programs. 4 seminars.

EDUC 554. Behavior Disorders and Positive Behavior Support Strategies.5 units

Term Typically Offered: SP

Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, [EDUC 440](#), [EDUC 446](#).

Assessment of students whose behavior impedes either their own learning or the learning of other students. Strategies for facilitating proactive educational, environmental and social-emotional techniques for supporting students with challenging behavior. 3 seminars, 2 activities.

EDUC 555. Introduction to the Counseling Profession.4 units

Term Typically Offered: F

Prerequisite: Admission to MA Education program.

Overview of the counseling profession, history, philosophy, theory and ethics. Required activity. 3 seminars, 1 activity.

EDUC 556. Multicultural Counseling.4 units

Term Typically Offered: W

Prerequisite: Admission to MA Education program.

Initiation of critical analysis of personal beliefs and attitudes regarding counseling in a diverse society. Focus on a variety of approaches to explore the beliefs and attitudes of the student in counseling settings, and examination of strategies considered effective in working with diverse populations. 3 seminars, 1 activity.

EDUC 557. Career Counseling.4 units

Term Typically Offered: SP

Prerequisite: Admission to MA Education program.

Focus on the study and application of career development theories in career counseling. Utilizing appraisal instruments, community referral resources, occupational information, computerized retrieval systems, and personal and social data and required activities. 3 seminars, 1 activity.

EDUC 560. Counseling Theories.4 units

Term Typically Offered: W

Prerequisite: [EDUC 555](#) and admission to MA Education program.

Theories and practice of counseling with special emphasis on the counseling process. Emphasis of conditions of counseling, counseling techniques, counseling diverse populations and the counselor as a professional helper. 3 seminars, 1 activity.

EDUC 561. Group Counseling.4 units

Term Typically Offered: F

Prerequisite: [EDUC 555](#), [EDUC 560](#) or consent of instructor.

Theory and practice of group counseling, client selection, group structure, process and termination, and application of theories to specific developmental groups. Communication and facilitation skills emphasized with relevant ethics and law. 3 seminars, 1 activity.

EDUC 562. Student Development - Higher Education.4 units

Term Typically Offered: F

Prerequisite: Admission to MA Education program.

Exploration of the roles and competencies of the student development specialist in higher education. Review of relevant developmental theory with emphasis on practical implementation. Explore current issues and trends in higher education, and organizational framework. 4 seminars.

EDUC 564. Legal and Ethical Issues in Counseling.4 units

Term Typically Offered: W

Prerequisite: Admission to MA Education Program.

Consideration of legal, ethical, cultural and related professional issues as they affect the practice of counseling. 3 seminars, 1 activity.

EDUC 565. Counseling Measurement and Assessment.4 units

Term Typically Offered: SP

Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization.

Training and evaluation in the utilization of tests, scales, measures, and other instruments with K-12, and college-age students. An understanding of culturally appropriate tests and measures, collaboration with school personnel, parents, and students in the review and interpretation of test scores and measures. 3 seminars, 1 activity.

EDUC 566. Leadership and Consultation in Counseling.4 units

Term Typically Offered: SP

Prerequisite: Admission to MA Education Program.

Development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within schools, communities and other stakeholders. Emphasis on social action and its role in the counseling profession. 3 seminars, 1 activity.

EDUC 568. Individual Counseling Techniques.4 units

Term Typically Offered: SP

Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization.

Theory and practice of individual counseling, process and termination, and application of theories to specific developmental issues working with K-12 students. Communication and facilitation skills emphasized, working with diverse populations and following legal and ethical guidelines. 3 seminars, 1 activity.

EDUC 570. Selected Advanced Topics.1-4 units

Term Typically Offered: TBD

Prerequisite: Graduate standing or consent of instructor.

Directed group study of selected topics for graduate students. Open to undergraduate and graduate students. The Schedule of Classes will list title selected. Total credit limited to 8 units. 1-4 lectures.

EDUC 573. Field Experience, Counseling.1-12 units

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: [EDUC 555](#), [EDUC 560](#) and Advancement to Candidacy.

Practical application of guidance services and counseling in public schools, colleges and community settings. Seminars with university staff included. Total credit limited to 24 units. Credit/No Credit grading only. Maximum of 12 units may be applied toward MA Education.

EDUC 586. Introduction to Inquiry in Education.4 units

Term Typically Offered: F

Prerequisite: Admission to School of Education master's program.

Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry. Explanation of social construction of knowledge, and the philosophical basis of quantitative and qualitative research. 3 seminars, 1 activity.

EDUC 587. Educational Foundations and Current Issues.4 units

Term Typically Offered: SU

Prerequisite: Graduate standing.

Historical, organizational, legal and philosophical characteristics of American education. Emphasis on the analysis of contemporary issues focusing on these characteristics. 4 seminars.

EDUC 588. Education, Culture, and Learning.4 units

Term Typically Offered: SU

Prerequisite: Graduate standing.

Cultural characteristics of educational institutions and practice. Review of theory and research relating to the social and organizational context in which learning and teaching takes place. 4 seminars.

EDUC 589. Educational Research Methods.4 units

Term Typically Offered: W, SP

Prerequisite: [EDUC 586](#).

Introduction to research methodologies, application of inferential and descriptive statistics, critical analysis of research designs and data collection techniques. 3 seminars, 1 activity.

EDUC 590. Research Application in Education.4 units

Term Typically Offered: SU

Prerequisite: [EDUC 589](#).

Application of social science research techniques to problems in education and human services. Capstone experience for the School of Education master's inquiry course sequence. Completion of an inquiry project required. 2 seminars, 2 activities.

EDUC 598. Action Research Project in Education.1-3 units

CR/NC

Term Typically Offered: F

Prerequisite: [EDUC 589](#).

Completion and presentation of the results of an action research project that addresses a meaningful question in the practice of education. Total credit limited to 6 units. Credit/No Credit grading only.

EDUC 599. Thesis in Education.3 units

Term Typically Offered: TBD

Prerequisite: Consent of graduate committee and supervising faculty member(s).

Completion of a thesis pertinent to the field of education. Student must register for each quarter of advisement. Total credit limited to 6 units.