



2024-25

Candidate Handbook

Preliminary Multiple Subject
Preliminary Single Subject

College of Education and Integrative Studies
Education Department

Table of Contents

PART 1: WELCOME AND INTRODUCTION	1
PART 2: TEACHER PERFORMANCE EXPECTATIONS 6	
PART 3: PROGRAM ADMISSION	7
PART 4: COURSEWORK REQUIREMENTS	10
PART 5: CLINICAL PRACTICE	13
PART 6: TEACHING PERFORMANCE ASSESSMENT	18
PART 7: RECOMMENDATION FOR A CREDENTIAL	19
PART 8: APPROPRIATE CONDUCT	22
PART 9: FREQUENTLY ASKED QUESTIONS	24



Part 1: Welcome and Introduction

Welcome to Cal Poly Pomona, the College of Education and Integrative Studies (CEIS), and the Education Department. Thank you for your interest in our credential programs. Consistent with the University's mission, our programs reflect a polytechnic focus on learning by doing, student success, inclusiveness, and community engagement.

This Handbook contains substantial information on key elements of our programs. Please read it carefully to understand program requirements and guidelines. The Cal Poly Pomona [University Catalog](#) contains course descriptions, required prerequisites, and essential information about registration procedures, fees, and policies. The Catalog constitutes the university's official document of record, and students are responsible for the information contained in it. Also, please pay close attention to Department and University e-mail announcements. Your Cal Poly email is the official method for communicating with students, so please check it regularly. The Class Schedule you will need for registration each semester is available through [BroncoDirect](#). Although the Department makes every effort to advise students, students are responsible for remaining informed about all guidelines and deadlines regarding the program.

We are pleased to have you join our Education Department community of learners. We encourage you to become active participants in the program, so that you gain as much as possible from your experiences at Cal Poly Pomona.

College of Education and Integrative Studies Mission Statement

The mission of the College of Education and Integrative Studies (CEIS) is to prepare students to become dynamic, innovative, skilled, and socially responsible leaders in a changing local and global society. As a learning community of students, scholars, and professionals, we are dedicated to the advancement and development of knowledge, interdisciplinary and student-centered education, equity, and community engagement.

Education Department Mission Statement

We empower transformative educators who advocate for justice and equity for all learners.

Vision

We will be the model for developing socially just educators who provide quality instruction, embrace local and global challenges, inspire innovation, and work collaboratively to improve school and community outcomes.

Values

- **Equity, Racial, and Social Justice** – We believe in the anti-racist work of educators, to critically analyze systemic inequities within schools and communities, examining our own beliefs and biases. We boldly advocate for intentional pedagogies that include voices and lived experiences of those who have been historically disenfranchised.
- **Academic Excellence** – We promote academic excellence and intellectual curiosity through students' critical engagement with an evidence-based culture and our faculty's teaching, scholarship and service.

- **Student Success** – We model student-centered pedagogy and services that engage, challenge and support students; build on community cultural wealth, students' strengths and funds of knowledge; and enhance personal well-being to ensure their professional success.
- **Experiential Learning** – We are committed to an integrative, polytechnic approach to equitable education through experiential, applied, collaborative learning, innovation and inquiry. We empower educational leaders to challenge the boundaries of knowledge by fostering reflective and critical thinking, creativity, informed risk-taking and continuous learning.
- **Inclusiveness** – We believe that all means all students: Inclusive education is a social justice issue. The diversity of our backgrounds, funds of knowledge, identities, cultures, languages, literacies and abilities is an asset that enhances our TK-12, university, and greater communities.
- **Social and Environmental Responsibility** – As global citizens, we engage with community partners and stakeholders fostering reciprocal relationships and collective action to advance social justice, ethical citizenship, and environmental sustainability for future generations.

Highlights of Cal Poly's Credential Programs

Reflecting the University's mission to advance learning and knowledge by linking theory and practice in all disciplines, the credential programs include a combination of field experiences, coursework and anchor assignments, and Clinical Practice. Our faculty model high quality pedagogy that exemplifies professional standards as explicated in the California Teaching Performance Expectations (TPEs).

Faculty of the Education Department are involved in neighboring schools and programs, working on systemic educational reform and change. They have published extensively, secured millions of dollars in educational grants, and are nationally recognized in their fields of study.

[Intern credential programs](#) (available in Multiple Subjects, Education Specialist, and most Single Subjects programs) allow candidates to work as a contracted teacher in public schools while completing their credential coursework. We partner with over 40 districts across eastern Los Angeles, the San Gabriel Valley, and western portions of San Bernardino and Riverside counties.

With a core faculty of about 15, the Department offers personalized service and individualized advisement for credential and master's students. The [Credential Services Office](#) provides additional support and assistance for credential processes and procedures.

Credential and master's courses are offered in a variety of delivery formats, including on-campus (face-to-face) and hybrid (part online and part on-campus). Cal Poly offers a straightforward path from credential to Master's degree. Many candidates who earn their credential at Cal Poly continue on to complete the Master of Arts in Education.

[Scholarships](#) are available for qualified candidates.

College and Department Contact Information

For questions/assistance regarding credentials, contact the [Credential Services Office](#) or see the Education Department [website](#).

College of Education and Integrative Studies

Dean Dr. Jenelle Pitt-Parker	jspittparker@cpp.edu	909-869-2307	
Administrative Support Ms. Stephanie Rascon Pedro	strascon@cpp.edu	909-869-2307	6-215

Education Department

Chair Dr. Jann Pataray-Ching	patarayching@cpp.edu	909-869-2320	6-223
Multiple Subject Coordinator Dr. Dave Neumann (Fall) Dr. Cynthia Geary (Spring)	djneumann@cpp.edu ckgeary@cpp.edu	909-979-5574 909-869-2318	6-222 94-249
Single Subject Coordinator Dr. Dave Neumann (Fall) Dr. Heather Taylor (Spring)	djneumann@cpp.edu hewizikowski@cpp.edu	909-979-5574 909-869-4595	6-222 94-270
Intern Coordinator Dr. Mary Maupin	mmaupin@cpp.edu	909-869-3934	6-201
Bilingual Program Dr. Myriam Casimir	mcasimir@cpp.edu	909-869-4776	94-289
Combined Credential and Master's Program (Curriculum & Instruction) Dr. Jann Pataray-Ching	patarayching@cpp.edu	909-869-2320	6-223
Administrative Support Marina Zapien	mizapien@cpp.edu	909-869-2358	6-220

Credential Services Office

Credential Analyst Amie Acuna (Multiple Subject) Jennifer Garcia (Single Subject)	amieacuna@cpp.edu jmgarcia@cpp.edu	909-869-2306 909-869-2303	6-203 6-208
Clinical Practice Ms. Paulina P. Lopez	pplopez@cpp.edu	909-869-4300	6-202

Program Advisors

Program	Advisor	Assignment
Multiple Subject	Dr. Peter Olson pcolson@cpp.edu , 94-245, 909-979-5573	A-C
	Dr. Eliud "Eddie" Partida eliudpartida@cpp.edu , 909-869-2326	D-Gn
	Dr. Nirmla Flores ngflores@cpp.edu , 94-213, 909-869-2257	Go-K
	Dr. Cynthia Geary ckgeary@cpp.edu , 94-249, 909-869-2318	L-N
	Dr. Cesar Larriva clarriva@cpp.edu , 6-110, 909-869-2127	O-Sn
	Dr. Eliud "Eddie" Partida (Fall) eliudpartida@cpp.edu , 909-869-2326 Dr. Amy Gimino (Spring) agimino@cpp.edu , 94-281, 909-869-4915	So-Z
	Dr. Myriam Casimir mcasimir@cpp.edu , 6-112, 909-869-4776	Added Bilingual Authorization Candidates
Single Subject	Dr. Lara Killick lkillick@cpp.edu , 66-215, 909-869-5465	Adapted Physical Education
	Dr. Kim Miller kamiller@cpp.edu , 2-204, 909-869-2206	Agriculture & Ag. Specialist
	Dr. Dave Neumann (Fall) djneumann@cpp.edu , 6-222, 909-979-5574 Dr. Heather Taylor (Spring) hewizikowski@cpp.edu , 94-270, 909-869-4595	Art
	Dr. Alison Baker abaker@cpp.edu , 24-210, 909-869-3603	English
	Dr. Lara Killick lkillick@cpp.edu , 66-215, 909-869-5465	Adapted Physical Education
	Dr. Janine Riveire jhriveire@cpp.edu , 24-138, 909-869-3562	Music
	Dr. Cristina Runnalls ccrunnalls@cpp.edu , 8-106 or 4-2-515, 909-869-3480	Math
	CEMaST Office cemast@cpp.edu , 4-2-515, 909-869-4063	Science

	Dr. Paul Beardsley pmbeardsley@cpp.edu , 4-2-450, 909-869-2985	
	Dr. Michael Slaughter maslaughter@cpp.edu , 94-337, 909-869-3869	Social Science
	Dr. Amalia Llobart allombart@cpp.edu , 24-206, 909-869-3809	Spanish

University Services

The University offers a full range of support services with qualified individuals to assist students.

[Admissions and Outreach](#) – admission requirements, transfer information. Bldg. 121, Second floor, 909-869-5299. The University application is available at www2.calstate.edu/Apply.

[Career Center](#) – assists students with career planning, student employment and with job search activities upon graduation. There is an extensive library of resources to assist students with research in different career areas. Bldg. 97-100, 909-869-2342.

[Credential Services Office](#) – provides a variety of services to support students and is the main resource on campus for candidates to seek guidance related to credentialing requirements in California.

[Disability Resource Center](#) – provides support services to students who have documented disabilities, including physical or functional limitations, serious medical conditions, as well as those with learning or emotional disabilities. Bldg. 9-103, 909-869-3333.

[Office of Financial Aid and Scholarships](#) – offers a variety of financial aid programs to assist students with college costs, including scholarships, grants, loans, and forgivable loans. Bldg. 121, First floor, 909-869-3700.

[Office of Institutional Equity & Compliance](#)– handles confidentiality, the investigation process, and the prohibition of retaliation around reported prohibited conduct, including but not limited to discrimination and/or harassment based on a protected status; dating and domestic violence, and stalking; sexual misconduct of any kind,. Bldg. 95, 909-869-3112.

[Registrar's Office](#) – enrollment, registration, transcripts. Bldg. 121, 909-869-3000.

[Student Health and Wellness Services](#) – provides basic services to students with illnesses, injuries, or other health-related issues. Bldg. 46-110, 909-869-4000.

[Testing Services](#) – is responsible for all university and state academic mandated testing such as the Graduate Writing Test. This office also provides registration information for entrance tests such as the CBEST and GRE. Bldg. 121, Second floor, (909) 869-5299.

[Learning Resource Center](#) – The Learning Resource Center serves all Cal Poly Pomona students regardless of program or major. There is no charge. The Center offers one-on-one tutoring for any writing assignment, and Graduation Writing Test (GWT) assistance. Library, room 2919, 909-869-3502.

Part 2: TEACHER PERFORMANCE EXPECTATIONS

Through rigorous research and consultation with California educators, the Commission on Teacher Credentialing (CTC) developed a set of knowledge, skills, and abilities beginning teachers should be able to demonstrate. Teaching Performance Expectations categorize these knowledge, skills, and abilities into six domains. Competence on TPEs is evaluated through coursework and successful completion of Clinical Practice. The TPEs are organized by the six California Standards for the Teaching Profession into “elements” and “narratives” which are aligned with the California Standards for the Teaching Profession (CSTP). The titles of the TPEs, including the new Literacy TPEs adopted July 2024, are listed here. *Candidates are urged to become thoroughly familiar with the complete narrative of the [TPEs](#) for their credential area.*

TPE 1 Engaging and Supporting All Students in Learning

TPE 2 Creating and Maintaining Effective Environments for Student Learning

TPE 3 Understanding and Organizing Subject Matter for Student Learning

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

TPE 5 Assessing Student Learning

TPE 6 Developing as a Professional Educator

TPE 7 Effective Literacy Instruction for All Students

Subject-Specific Pedagogy

- Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
- English Language Development in Relation to Subject Specific Pedagogy
- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Part 3: PROGRAM ADMISSION

Basic Steps to Apply for Admission

The Program Admissions Packet is required for admission to all credential programs. Deadlines for applications are strictly enforced. Please obtain current deadline information from the [website](#). Below are the basic steps for admission:

1. Attend a [general teacher credential orientation](#).
2. Attend a [program orientation](#)
3. Apply for University admission through [CSU Apply](#)
4. Complete a [Program Plan](#).
 - a. Single Subject applicants meet with a single-subject advisor to complete a program plan prior to applying for the program admissions (step 5)
 - b. Multiple Subject applicants meet with a faculty advisor to complete a program plan after applying to the program (step 5) and attending an admission interview

- (step 6). The Credential Services Office will notify you of available dates. Program plans must be submitted and approved to register for courses.
5. Apply for Program admission on the Admission [website](#)
 6. Attend a Program Admission Interview. The Credential Office will notify you of available dates

Detailed Information on Admission Requirements

All requirements listed here must be met in order to be considered for credential program admission. Candidates must submit their University application as graduate students and their program admission packet simultaneously.

1. **GPA Admission requirements:** To apply to the credential program, the candidate shall have attained a GPA of at least 2.5 in all baccalaureate and post-baccalaureate coursework or a GPA of at least 2.75 in the last 60 semester units attempted. All candidates must have completed all appropriate prerequisites. If your GPA falls below the minimum required, carefully read the following:

If your GPA is below the mandated requirement, applicants must have:

- Completed a University application
 - Submitted the Program Admissions Packets;
 - A typed **Exceptional Admission** statement addressing ALL of the following:
 - Circumstances that contributed to your inability to meet GPA requirement;
 - Experiences related to the field of education completed since graduation from college. It must define commitment to and potential for success in a professional teacher preparation program and the teaching profession.
2. **Program Plan:** Candidates must meet with an Academic Advisor to complete the Student [Program Plan](#).
 3. **Program Admissions Interview:** All applicants will participate in a group interview. Some programs require an on-demand writing sample. Candidates will be contacted by the Credential Services Office for scheduling after submitting program admissions packets to the office.
 4. **Basic Skills Requirement:** Possession of a Bachelor's degree by the deadline constitutes proof of meeting the Basic Skills Requirement .
 5. **Subject Matter Competency:** Subject matter proficiency may be demonstrated through one of the following options:
 - 1) Completion of a [subject matter program](#) approved by the commission.
 - 2) Passage of a subject matter [examination](#) (the California Subject Examination for Teachers or CSET).

3) Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation.

4) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable:

- For single subject credentials, a major in one of the subject areas in which the commission credentials candidates.
- For multiple subject credentials, a liberal studies major or other degree that includes coursework in the content areas pursuant to subdivision (b) of Section 44282. *See* [PSA 21-10](#).

5) Through a combination of the methods described in clauses (1), (2), and (3) in whole or in part, has met or exceeded each of the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44282 for multiple and single subject credentials, or pursuant to Section 44265 for education specialist credentials.

6. **Bilingual Authorization (BL) Candidates:** All BL candidates must schedule an Interview with the Bilingual Programs Coordinator. All interviews must be completed prior to the application deadline and additional BL items must be submitted at the time of the BL interview. Please arrange your items and schedule your interview accordingly. (Valid for 1 year).
7. **Field Experience:** Successful completion of a supervised Field Experience is a prerequisite for admission in the Credential Programs. Submit the “Early Field Experience Verification Form” with your program admission packet. See the form for EFE options.
8. **Recommendations:** Email addresses for two recommenders are required. One recommendation must be a University or College Professor who has been your instructor and one by a professional who has directly observed your work/interaction for a minimum of 20 hours experience with youth in group settings levels TK-12. (Valid for 1 year).
9. **Statement of Purpose:** In a thoughtful and well-constructed essay, discuss the personal and professional qualities you possess that will enable you to become an effective teacher in a multicultural classroom and your expectations of the Credential Program to further develop those attributes. A form is provided for your use. The statement of purpose must be signed and dated. All statements must be typed, double-spaced, 12 point, Times New Roman font. This statement is assessed to meet two purposes:
 - (1) Can you write in an academic and professional manner?
 - (2) What is your commitment to teaching all children? Does your response provide evidence of your professional disposition and understanding of teaching in the public schools?

10. **Certificate of Clearance (Application and Fingerprints):** A [Certificate of Clearance](#) document granted by the California Commissions on Teacher Credentialing (CTC) must be submitted as part of the Program Admissions process. A California Teaching Credential or Emergency Permit may be submitted in lieu of the Certificate of Clearance. The issuance date must not exceed 5 years. A copy of your document can be downloaded and printed from the CTC website within 60 days of your application submission. Any further questions may be answered by contacting the Commission Information Services Unit by email at credentials@ctc.ca.gov
12. **TB Clearance:** TB clearance must remain valid throughout Clinical Practice. A Negative TB Test is offered at the Student Health Center. A chest x-ray may also be provided for proof of clearance.
13. **Processing Fee:** There is a \$25 processing fee. Payments must be made to the Cashier's Office, or via BroncoDirect.

US Constitution Requirement: If you are a CSU graduate, you have already met this requirement if you received a "C" or better in the appropriate coursework. For all other candidates, completion of a course with a "C" or better (at least two semester units or three quarter units) in the provisions and principles of the United States Constitution or equivalent test. This is not required for program admission, but must be met at the time of applying for a Preliminary Credential or upon program completion.

Notification for Out-of-Country Graduates: Foreign transcripts must be evaluated by a [CTC approved transcript evaluation agency](#). Original (sealed) copies must be submitted to the Credential Analyst. Please consult the [CTC website](#) for regulations pertaining to foreign transcript evaluation and verification.

Part 4: COURSEWORK REQUIREMENTS

The following pages detail course requirements for the preliminary credential. The CTC issues a two-level teaching credential. A five-year preliminary credential is the first document issued after an individual has met basic credential requirements. The clear credential is issued once all credential requirements have been completed. Cal Poly offers only the preliminary credential, designed in accordance with the CTC [Preliminary Multiple Subject and Single Subject Credential Program Standards](#).

Planning Your Course Schedule

Curriculum road maps for Multiple and Single Subject credentials delineate which courses to take each semester. In designing these roadmaps, the department has considered important content scope and sequence, as well as scheduling restrictions. Candidates should check all courses for prerequisites and make sure they meet any course prerequisites before taking the course. Not every course is offered each semester. If you cannot register for one or more courses, please join the waitlist for the course. If you need a permission number for one or more courses, you can request that [here](#).

Requests to Waive Courses Based on Coursework from Another University

Transcript evaluations of courses taken from another university will be conducted for currently accepted or enrolled Cal Poly students. Students wishing to waive a Cal Poly credential course and substitute a course or courses taken from another university must complete the [Course Equivalency Request](#). Up to 12 semester units may be petitioned for course equivalency; courses must have been completed less than 7 years from the admission date. Attach a copy of transcripts along with a copy of the catalog course description for the year the course was taken. Submit these materials to the Credential Analyst.

Retention and Special Assistance

Candidates must maintain a 3.0 GPA to remain in the credential program. In each course, candidates will be assessed according to the TPEs and have numerous opportunities to demonstrate their written and verbal language proficiency. Those in need of additional support are guided to appropriate services and/or additional courses.

Academic Accommodations

Any student who feels he or she may need academic accommodation(s) based on the impact of a disability should contact the [Disability Resource Center](#), which coordinates the provision of reasonable accommodations for students with documented disabilities. The DRC is located in Building 9, Room 103, phone 909-869-3333.

Course Expirations and Leaves of Absence

All coursework and credentialing requirements must be completed within the CPP 7-year course expiration policy or coursework will need to be retaken. Any student who needs to break enrollment for more than one term must submit a [leave of absence petition](#) to remain in the program.

Course Requirements: Preliminary Multiple Subject Credential

Foundations Courses	Units
EDU 5010 Foundations of Teaching and Learning	3
EDU 5020 Foundations of Education in a Diverse Society	3
EDU 5302 Educating Students with Disabilities in Diverse Settings	3
EDU 5100 Introduction to Literacy Instruction	3
Core Courses	
EDU 5105 Language Arts, Second Lang. Acquisition, & Children's Literature	3
EDU 5110 Theory & Practice in Mathematics Education	3
EDU 5115 Theory & Practice in Science & Health Education	3
EDU 5120 Theory & Practice in Teaching Elementary Teachers	3
EDU 5150 Novice Teaching for Elementary Teachers	3
EDU 5125 Theory & Practice in Teaching Elementary Movement, Visual, & Perf. Arts	3
Clinical Practice	
EDU 5160 Multiple Subject Clinical Practice	9
EDU 5180 Teaching Performance Assessment for Elementary Teachers (TPA Cycles 1 & 2/LPA)	3
Total Units for Preliminary Credential	42

Course Requirements: Preliminary Single Subject Credential

Foundations Courses	Units
EDU 5010 Foundations of Teaching and Learning	3
EDU 5020 Foundations of Education in a Diverse Society	3
EDU 5302 Educating Students with Disabilities in Diverse Settings	3
EDU 5200 Introduction to Literacy Instruction	3

Core Courses	
EDU 5205 Teaching Secondary Curriculum & Methods	3
EDU 5210 Teaching Secondary English Learners	3
EDU 5215 Models of Secondary Instruction	3
EDU 5220 Building Relationships with Youth, Families, & Communities	3
Clinical Practice	
EDU 5260 Single Subject Clinical Practice	8
EDU 5262 Single Subject Clinical Practice Seminar	1
EDU 5280 Teaching Performance Assessment for Secondary Teachers (TPA Cycles 1 & 2)	3
Total Units for Preliminary Credential	36

Concurrent Credentials

Students wishing to earn both a Multiple Subject or Single Subject Credential and an Education Specialist Credential may do so relatively easily. The Credential Services [website](#) provides information on various options. Candidates may choose to complete one credential, then complete the second credential. Or candidates could complete all coursework for both credentials and then complete the Clinical Practice experiences, one semester for each credential. It is recommended that at the end of Clinical Practice for the first credential, students turn in the [Petition to Change/Add Credential Objective](#) to change their major code to their second credential.

Adding a Teaching or Content Area to an Existing Credential

Adding a Single Subject Credential to a Multiple Subject Credential

- Subject Matter competence (CSET or Subject Matter Program)
- EDU 5205 (Subject Specific Methods Course)
- English Learner Authorization
- Valid MS Credential
- Application and processing fee

Adding the MS Credential to a Single Subject Credential

- A valid Single Subject credential
- Multiple Subject competence (CSET)
- EDU 5105, 5110, 5115, **OR** 5120 (Multiple Subject methods courses)
- EDU 5100 (Reading)
- RICA
- US Constitution
- English Learner Authorization
- Application and processing fee

Adding another Single Subject Content Area to a Single Subject Credential

- A valid Single Subject credential
- Subject Matter competence (CSET)
- EDU 5205 for new Subject (see exemptions listed on Coded Correspondence 13-17)
- US Constitution
- English Learner Authorization
- Application and processing fee

Adding the Education Specialist Credential to a Multiple or Single Subject Credential

A variety of options exist and clinical practice is required. Please consult with the [Credential Analyst](#).

You must apply directly to the [CTC](#) via a paper application for the credential once the above requirements have been met. The Credential Analyst will be able to offer guidance on this process but cannot make the credential recommendation on your behalf unless you are adding the Education Specialist credential.

Adding the Master's Degree to a Credential

Cal Poly Pomona offers credential students the opportunity to pursue both their teaching credential and Master's of Arts in Education. Credential students must contact their advisor for the Education Specialist option, the Curriculum & Instruction option, or the Educational Leadership option. Contact [Ms. Rebecca Briseno](#) for more information on which options they would qualify for. More information is available [here](#).

National Board Certification and Out of State Credentials

Certain items are not required for those who obtain credentials through National Board Certification. For those who received their initial credential out of state and out of country, see the credential analyst for more details.

Part 5: CLINICAL PRACTICE

Clinical Practice is the culmination of the educational prerequisites, field experience, and core courses of the Teacher Education Program for Multiple Subject, Single Subject, and Education Specialist Candidates. Clinical Practice is a comprehensive program involving mentorship, as well as formative and summative evaluation of Teacher Candidates. The Education Department aims to make this experience a challenging and engaging part of our new teachers' professional preparation.

Clinical Practice is a cooperative effort between school districts and Cal Poly Pomona. The Education Department identifies and establishes partnerships with teachers, public schools, and some non-public special needs schools to prepare students to meet the diverse needs of our surrounding communities and educational systems. Partner schools exemplify the highest professional standards of excellence and support linguistic diversity, multiculturalism, active student learning, critical thinking, and integrated and interdisciplinary curricula.

Clinical Practice is a beneficial and rewarding experience for everyone involved. For Teacher Candidates, it is the long-awaited opportunity to learn first-hand, with the support of an experienced teacher, what it is like to teach as they apply the educational theory and methodology they have learned in education courses. For teacher interns, it is an opportunity to teach, earn a salary, and receive a wide variety of professional support while learning and completing program requirements. For Cooperating Teachers, this is a unique and rewarding opportunity to contribute to the profession through mentoring and educational leadership, as they share their wealth of skills, materials, and knowledge. Finally, school districts look forward to having Candidates in their schools who bring enthusiasm and current knowledge that enrich the school's culture.

Preparing to teach is a process of apprenticeship. Accompanied by mentors, instructors, and advisors, Candidates participate in a community of learners as they study, implement, and reflect on various elements of good teaching. The learning trajectory moves through stages of fuller and increasingly intensive participation as Candidates make progress toward becoming a full member of the teaching profession. Candidates will experience increasing independence as they internalize teaching practices. We encourage Candidates to aim for expertise in all facets of their preparation during the course of Clinical Practice. Throughout, careful reflection will propel a Candidate's development as a teacher.

Goals of Clinical Practice

The Education Department has several goals for the Clinical Practice experience:

1. to provide a professional setting whereby the Teacher Candidate will come to understand and participate in the culture of the school.
2. to provide a realistic teaching-learning environment in which the Teacher Candidate will recognize both the educational and social components of a linguistically rich and culturally diverse population and apply this understanding to their teaching practices.
3. to learn from and work with an exemplary teacher, resulting in ongoing and positive professional growth experiences.

4. to provide the opportunity for candidates to practice exemplary teaching through cycles of planning, teaching and assessing, reflecting and applying to support the assets and needs of all learners through [UDL](#) and other principles

Credential Pathways

Cal Poly Pomona offers several pathways for candidates to earn a credential.

- **Traditional** candidates take a full-time or part-time course load and then complete their Clinical Practice as a traditional student teacher, under the guidance of a Cooperating Teacher and University Supervisor.
- **Intern** programs provide individuals with the opportunity to work as a paid professional educator while completing a teacher preparation program. Cal Poly Pomona offers the Intern Credential Program in Multiple Subject, Single Subject (not including art education and agricultural education), and Education Specialist credentials. The Intern program is an intensive program which includes university coursework while employed, as a contracted teacher, within a partnership district. Candidates register for Clinical Practice each semester and are under the guidance of a University Supervisor and school-based Intern Support Provider. A separate application and interview are required; contact the Intern Coordinator, Dr. Mary Maupin, [mmaupin@cpp.edu](mailto:mmmaupin@cpp.edu), for further information.

Requirements for Admission to Clinical Practice

Candidates may not register for Clinical Practice unless they have been notified that their application has been approved. They must submit the [Clinical Practice Application](#) with the following items by the due date for the semester in which they wish to enroll:

- Demonstration of subject matter competence.
- GPA of 3.0 in credential coursework.
- Completion of all program course work as listed on your Program Plan with a B average, no grade lower than a C.
- Valid Certificate of Clearance.
- Current TB clearance; must be valid through completion of student teaching.
- Approved Clinical Practice application.

Placement

Placements involve a collaborative process between the school district and program. Candidates may not arrange their own placements. Only the Placement Office is authorized to work with districts to verify that all legal requirements are met for Clinical Practice assignments and to ensure a good fit between Cooperating Teachers and Candidates. If you have a request to be placed in a particular district or school, there is a place to make your request on the Clinical Practice Application. No requests are guaranteed. Due to conflict of interest, Candidates may not be placed with Cooperating Teachers or in schools where close relatives are employed or attend, or at school sites where they are currently employed in a capacity other than as a substitute. Being a substitute does not prevent a candidate from being placed in a district for Clinical Practice. For various reasons, placement options at times may be limited; therefore, Candidates must be willing to accept the placement offered to them.

Short-Term Permit (Long-Term Substitute) assignments must be within a district that has a current Clinical Practice contract with Cal Poly Pomona, in the area of your Credential objective, and for the full semester (minimum 16 weeks). A Candidate wishing to use a long-term

substitute position as part of Clinical Practice must submit the [Clinical Practice Supplemental Application for Long Term Assignment form](#) to the Clinical Practice Office for approval.

Districts place Teacher Candidates as a courtesy. All placements are voluntary by the district and Cooperating Teachers. Cal Poly Pomona selects Clinical Practice placements from almost 70 different school districts within our geographic catchment area and with whom we have approved contractual relationships. Districts and schools who partner with Cal Poly Pomona for the purpose of providing clinical field experiences are chosen based on explicit criteria from the Commission on Teacher Credentialing (CTC) and the Education Department. These criteria include:

- Schools that are culturally and linguistically diverse, include English learners, students with special needs, and those who are economically disadvantaged.
- Schools that have a fully qualified site administrator and demonstrate commitment to collaborative evidence-based practices, continuous program improvement, and students with disabilities in the Least Restrictive Environment (LRE).
- Schools that permit video capture for Candidate reflection and TPA completion.
- Cooperating teachers who consistently utilize current California Standards/Frameworks and best teaching practices, including the teaching of reading in their classrooms.

Standard placement assignments are based on the address the Candidate provides with their application, unless the Candidate specifies the area where they would like to be placed. Every effort is made to place Candidates close to home, but all Candidates must be prepared to commute to their assignment if necessary. The placement process can be lengthy, requiring interaction between the university, districts, school principals, and Cooperating Teachers. Students are asked to be patient during this process. Placement is not guaranteed. If a placement request is unsuccessful, the Clinical Practice office will notify the student to withdraw from Clinical Practice and re-submit their application for the following term.

Detailed placement information will be sent to Teacher Candidates via their Cal Poly email address a few weeks prior to the beginning of the semester. Candidates should monitor their email junk folders, in case these emails get directed there.

Multiple Subject Candidates may in some cases be placed in K-8 schools where the students in the upper grades (6-8) are on “block schedules” in which they remain in clusters and take core curriculum areas together. For example, they might have one Math/Science block and one Language Arts/Social Studies block. Such arrangements are also sometimes found in fourth and fifth grade classrooms. In such settings, 75% of the students that Multiple Subject Candidates work with must be in the same core curriculum classes. Multiple Subject Candidate should have ample opportunity to practice teaching foundational literacy skills and the skills identified in Domain 7 of the TPEs, including working with students at risk for or with dyslexia or other literacy related disabilities. They must also be able to teach math for CalTPA Cycle 1 and English Language Arts for CalTPA Cycle 2/the Literacy Performance Assessment (LPA).

Single Subject Candidates may teach more than one grade level and/or two subjects within their content area (for example, Algebra I and Geometry for a Mathematics Candidate) and may have more than one Cooperating Teacher.

Bilingual Authorization Candidates. Multiple Subject Candidates completing the Bilingual Authorization are required to complete one block in an English language placement, and another in a Dual Language Immersion placement. Single Subject and Education Specialist bilingual Candidates complete one of their two blocks in an English language placement. As available, they complete the second block in a Dual Language placement, or conduct alternate assignments under the supervision of the Bilingual Coordinator.

Clinical Practice in a Non-public School

Prior to placing Candidates in private schools, the school must provide clear evidence that its demographics ensure a “diverse school setting” that reflects California’s public schools, which includes race, number of students from families below the federal poverty level, languages spoken by the students (including English Language students), and the inclusiveness of the school for students with disabilities. Cal Poly will review the evidence provided before allowing a placement at this site. Candidates working in private schools must complete at least 150 hours in diverse school settings. If you are interested in exploring this clinical practice pathway, please contact Ms. Lopez for guidance on completing the appropriate paperwork.

Candidate Orientation

Upon admission to Clinical Practice, Candidates will be emailed at their Cal Poly email address with information about a mandatory orientation meeting on campus, which may be scheduled during semester break. Failure to attend may delay or forfeit your placement.

Course Enrollment

When a Candidate’s Clinical Practice application is approved, they will be sent an email with specific instructions about which courses to register for. It is the Candidate’s responsibility to register for and enroll in the correct courses. Candidates may not register for Clinical Practice unless they have been notified that their application has been approved.

Time Requirements and Attendance

The CTC requires that all Teacher Candidates complete Clinical Practice, a semester of supervised teaching that the CTC describes as a “developmental and sequential set of activities.” Participating in Clinical Practice is part of their professional commitment to become a qualified teacher.

Attendance is a crucial aspect of the Clinical Practice experience. As experiences in the classroom are developmental, it is vital that the Teacher Candidate not miss any time during the Clinical Practice assignment. It is the responsibility of each Candidate to:

- ALWAYS be on time.
- Attend each day at the assigned school site’s classroom for the entire contractual day, as specified by the school district, five days a week for a full 16-week semester; interns often teach more than one semester.
- Do not take time off for vacations, celebrations, and so on during the semester.

- Follow the school holiday schedule, not the University's (i.e., if Cal Poly has a holiday but the school placement does not, the Candidate must attend their placement).
- Teacher Candidates in schools on a "year-round" calendar must teach during the entire Cal Poly Pomona semester.
- If a school's academic year ends earlier than that of Cal Poly Pomona, a Candidate should work with their University Supervisor to identify supplemental activities and observations they can complete to finish out the remainder of the semester.

We strongly recommend that Candidates refrain from holding other jobs, as participation in Clinical Practice is extremely time consuming and difficult at times.

Illness and emergency-status needs are the only acceptable reasons for absence from the Clinical Practice assignment. If more than 3 days of absence occur, a meeting may be held with the Program Coordinator. The Candidate may receive a Statement of Concern. Interns should follow their school policy for calling in sick. In the event of personal illness or extreme emergency, Candidates are to immediately notify their

- Cooperating Teacher
- School Site Administrative Assistant (who will inform the school site principal)
- University Supervisor

If a shift to online instruction or other unanticipated circumstances results in the equivalent of more than 3 days of absence, a Candidate will maintain an hourly log for the remainder of CP to ensure that they meet the required 600 hours across the arc of the credential program.

Substituting During Clinical Practice

A Candidate does not have a right to substitute teach, and opportunities to substitute vary from school to school. Upon request by a school principal during a Candidate's clinical practice, a Candidate may work as a substitute teacher under the following conditions.

1. The Teacher Candidate holds an Emergency Substitute Credential for the school district in which they are student teaching.
2. The Candidate receives permission from the CT, US,, Program Coordinator, **and** Education Department Chair.
3. The substitute teaching is temporary or short term and does not impede the fulfillment of the Clinical Practice requirements.
4. The substitute teaching opportunity is near or during the official solo teaching period.
5. The Candidate has demonstrated student success and shows promise that she/he is able to assume the responsibilities of a full-time teacher.
6. The Candidate continues to be supervised by the US..
7. The Education Department or the school district reserves the right at any time to limit the opportunities for Candidates to substitute teach.

A violation of this policy may result in termination of the Clinical Practice assignment and Clinical Practice Candidates who substitute without the proper credential and/or university authorization may be subject to legal liability.

Part 6: TEACHING PERFORMANCE ASSESSMENT

California requires all candidates for a preliminary Multiple or Single Subject Credential to pass a Teaching Performance Assessment (TPA). Cal Poly Pomona uses the California Teaching Performance Assessment (CalTPA) Cycle Model, adopted July 2018, that measures candidates' knowledge, skills and abilities related to the Teaching Performance Expectations (TPEs).

The CalTPA includes two instructional cycles that measure the new Teaching Performance Expectations (TPEs) and focus on the steps of *planning, teaching and assessing, reflecting and applying*, that naturally occur during teaching as follows:

- Cycle 1: Learning About Students & Planning Instruction
- Cycle 2: Assessment-Driven Instruction

Candidates complete both cycles during Clinical Practice while concurrently enrolled in a performance assessment seminar course.

Program	Clinical Practice Course	Performance Assessment Course
Multiple Subject	EDU 5160 - 9 units	EDU 5180 - 3 units CalTPA Cycle 1 math CalTPA Cycle 2 literacy/LPA
Single Subject	EDU 5260 - 9 units	EDU 5280 - 3 units CalTPA Cycle 1 CalTPA Cycle 2

The course instructor guides candidates through the process and the cooperating teacher/intern support provider and university supervisor assist candidates with developing a submission plan tailored to their assignment.

CalTPA materials are provided through the course and on our CalTPA website. The cost to submit/resubmit each cycle is \$150 and candidates are responsible for the cost unless the state provides CalTPA funding. Candidates are allotted three attempts per cycle and remediation support is provided to candidates that do not pass or receive condition codes. A secondary passing standard option is presented to candidates that qualify. CalTPA scores are valid for 10 years. For more information, please visit our [CalTPA website](#), and the [California Educator Credentialing Assessments](#) website (select CalTPA under the Assessments' tab) or contact our TPA Coordinator.

Multiple subject candidates who intend to use RICA to meet the reading instruction competence requirement must pass all sections of the exam no later than June 30, 2025. Any candidate who has not done so will need to transition to the new Literacy Performance Assessment (LPA). Because the LPA is based on classroom instruction, all candidates in this situation will require another site placement, even if they have successfully passed clinical practice.

Part 7: RECOMMENDATION FOR A CREDENTIAL

Teaching credential programs must be completed within 7 years of the time the student begins the first required program course. This time limit also applies to course equivalencies. At the option of the university, this time limit may be shortened for programs that have undergone programmatic changes mandated by the Commission on Teacher Credentialing (CTC). The plan for validation of coursework completed close to the 7-year threshold must be conducted in consultation with the program coordinator, the department chair, and approved by the college dean. Documentation of the approved plan must be placed in the student's permanent file.

Acceptable Evidence for Mid-Term and Final Evaluations

The University Supervisor and Teacher Candidate may use a variety of evidence to document competencies in the Teacher Performance Expectations, including the Clinical Practice assessment tools (e.g., Collaborative Conversation Guide, Making Content Accessible, etc.), formal and informal observations, observation and post-observation meeting notes, lesson plans, course assignments, samples of student work, written reflections, interviews/discussions with the Cooperating Teacher, and Candidate's documentation of participation in school-based experiences during Clinical Practice (e.g., faculty meetings, IEP meetings, etc.). Candidates are advised to keep an organized notebook or binder with specific TPE-related documents, lesson plans, reflections, and other pertinent materials.

Formative and Summative Grading of Clinical Practice

During Clinical Practice, the University Supervisor, in consultation with the Candidate and the Candidate's Cooperating Teacher (or Intern Support Provider), completes all Clinical Practice formative assessment tools and the Mid-Term Evaluation and Final Evaluation, documenting that the Teacher Candidate has met all necessary competencies at the level of a beginning teacher. An earned grade of Credit (CR) is required in Clinical Practice to earn a University recommendation for a teaching credential. During Clinical Practice, a grade of B- or higher will convert to Credit (CR). Grades lower than B- will be converted to No Credit (NC).

When a Candidate is at risk of not passing Clinical Practice, the University Supervisor will work diligently with the Candidate and the Cooperating Teacher to meet the required Clinical Practice competencies. By the end of the semester, should a Candidate perform unsatisfactorily by failing to meet one or more of the knowledge, skills, or dispositions requirements as delineated in credential program standards or TPEs, they will earn an NC (failing) grade. Any Candidate who fails Clinical Practice will (a) repeat Clinical Practice the following semester with a Statement of Concern and Action Plan or (b) be removed from the program at the discretion of the Department Chair and the Coordinators. The University reserves the right to enact University appeal procedures in these circumstances (see the University Catalog for further information).

Incomplete grades will only be authorized in cases of emergency and/or lengthy absence due to illness. Each request for an Incomplete grade must be reviewed by the Department Chair and the Coordinators before this grade is recorded by the instructor of record.

Individual Development Plan

The Commission on Teacher Credentialing requires that each Candidate develop an Individual Development Plan (IDP) prior to the completion of the preliminary program. The IDP includes

the individual's strengths and areas of need that will be addressed in the Clear Credential preparation program. The IDP facilitates the transition from initial teacher preparation to a Clear Credential preparation program by building upon the pedagogical knowledge and skills acquired in the Preliminary Credential preparation program. The IDP form is available from the Canvas Clinical Practice website. Candidates are responsible for completing this plan in collaboration with their Clinical Practice University Supervisor and Cooperating Teacher/ Intern Support Provider during Clinical Practice. They should keep their original IDP and will need to submit a copy to the Credential Services Office with their Credential Application Form. The Credential Analyst will add information about the final credential recommendation and send the Candidate the final IDP upon recommendation for the credential. When the Candidate enrolls in a Clear program, they will be required to show their IDP. *Note: Intern Candidates complete the IDP at the end of their final semester of clinical practice.*

Credential Recommendation

Toward the end of Clinical Practice, you will receive an email sent to your Cal Poly email address delineating the process for applying for your Preliminary Credential. The [Credential Recommendation Request Form](#) is also available on the Credential Programs website. The University's Credential Analysts are available to assist in this process and answer any questions you may have. After the Candidate submits all forms, the Credential Analyst then recommends the Candidate for credential authorization online. The Candidate completes the online application process and pays the CTC credential fee. A confirmation number is provided to the Candidate from CTC. Within 7-10 days, the credential document is viewable and printable from the CTC website. Remember that your Preliminary Credential is good for five years and you must complete a Clear Credential before expiration of the Preliminary.

As the end of Clinical Practice, Teacher Candidates are required to complete several online surveys to provide feedback and suggestions regarding your credential program and Clinical Practice experiences:

1. CSU Chancellor's Office Exit Survey (also on the "Forms" website)
2. Cal Poly Pomona General Survey of Overall Program
3. Candidate Evaluation of University Supervisor
4. Evaluation of Cooperating Teacher/Intern Support Provider and Clinical Practice
5. Bilingual Program Candidate Evaluation (for bilingual Candidates)

These surveys are confidential; data are aggregated and combined for analysis. They provide our program with valuable feedback, so we can make changes as needed. All surveys are sent to you via email. You will have about two weeks to complete the surveys. Please check your Spam/Junk/Clutter folders, in case the emails are directed there.

Cooperating Teachers and Intern Support Providers also receive a survey via email so they can provide feedback and suggestions about our credential programs. Please encourage your CT or Intern Support Provider to check their email and respond to the survey in a timely manner.

Final Steps

The Candidate must fulfill the following to be recommended to the CTC for a credential:

1. Complete all coursework listed on your Program Plan and credential requirements and apply for your credential within 7 years.
2. Maintain an overall B- average in all credential courses.
3. Pass CalTPA Cycles 1 and 2 (in your single subject credential area or in multiple subject math and literacy) **or** CalTPA Cycle 1 (multiple subject math) and the LPA (multiple subject).
4. Earn CR in Clinical Practice courses and seminars.
5. Successfully pass the RICA exam by June 30, 2025 or the Literacy Performance Assessment (LPA) effective July 1, 2025. For more information, see the RICA [website](#) and RICA [transition plan](#).
6. Possess a valid Infant, Child, Adult CPR certification.
7. Provide verification of the U.S. Constitution requirement if not a CSU graduate.
8. Complete the Individual Development Plan.
9. Complete the Exit Surveys.
10. Submission of Mid-Term and Final Evaluations by University Supervisors.
11. File a [Credential Recommendation Request Form](#).

Part 8: APPROPRIATE CONDUCT

Principles of Community

At Cal Poly Pomona, we help anyone who dreams of success achieve it. In doing so, we firmly uphold a set of principles that define our collective ethos and guide our interactions within our diverse community. These principles are foundational to our mission of fostering a vibrant and supportive academic environment where all individuals can thrive. As members of this community, we commit ourselves to upholding the following values:

Mutual Respect: We embrace the inherent dignity and worth of every individual and treat others with consideration, courtesy, and fairness, regardless of differences in backgrounds, beliefs, or perspectives. We cultivate an atmosphere of kindness, empathy, and compassion in all our interactions.

Academic Excellence: We strive for the highest standards of intellectual inquiry, scholarly rigor, and creative expression. Through dedication to learning and innovation, we continuously pursue excellence in teaching, scholarship, and service to society.

Personal Growth: We champion the holistic development of each member of our community, fostering opportunities for intellectual, emotional, and ethical growth. We support individuals in their journey of self-discovery, empowerment, and realization of their fullest potential.

Inclusivity: We actively cultivate a culture of inclusivity where everyone feels valued, welcomed, and empowered to contribute. We reject all forms of discrimination, bias, and prejudice, working tirelessly to create a community that celebrates diversity and promotes equity and justice for all.

Freedom of Expression: We uphold the fundamental right to freedom of thought, speech, and expression, recognizing that open discourse and intellectual exchange are essential to the pursuit of truth and the advancement of knowledge. We encourage respectful dialogue, debate, and dissent, fostering an environment where diverse viewpoints are heard and respected.

Ethical Conduct: We adhere unwaveringly to the highest standards of ethical behavior, integrity, and responsibility in all aspects of academic, professional, and personal life. We uphold principles of honesty, transparency, and ethical conduct, maintaining the trust and respect of our community and the broader society.

By embracing these Principles of Community, we reaffirm our commitment to creating a supportive, inclusive, and intellectually vibrant environment where all members can flourish and contribute to the betterment of our world

Clinical Practice and Fieldwork Experiences

During your Clinical Practice and Fieldwork experiences, you are both a University student and a teacher in your assigned school. Candidates are university students governed by the Cal Poly Pomona [Student Conduct Code](#) and *all* Clinical Practice policies and procedures, including attendance policies. You are also a student in terms of your relationship with your Cooperating

Teacher (or Intern Support Provider) and your University Supervisor. As a teacher candidate, you represent Cal Poly Pomona and the College of Education and Integrative Studies in your placement school. You are expected to work and act in a professional manner that reflects well upon yourself, the credential program, and the university.

As a Clinical Practice teacher or Fieldwork student, you are a guest in classrooms and schools. You are a teacher to your students, their parents, the Principal, and other school personnel. As such, you also must adhere to California's legal requirements for teachers, as well as the policies, rules and regulations of the placement school.

Teachers and administrators have the right to ask you to leave the school. This will result in a Statement of Concern being placed in your file and may jeopardize your academic standing at Cal Poly Pomona. See the section on "Withdrawal or Removal from Clinical Practice" below.

Appropriate Conduct

Personal Conduct. Candidates must engage in appropriate conduct, including maintaining professional relations with minors and making decisions that focus on their welfare. They are encouraged to communicate with their CT and US immediately if they have any questions about unusual interactions they have with students or any situation at the school site that makes them uncomfortable. Please observe the following guidelines:

- Refrain from hugging or having other physical contact with students, even when students initiate such contact.
- Avoid conversations of a sexual nature.
- Always remain in view of teachers/administrators when interacting informally with students (e.g., during recess or lunch).
- Do not agree to "keep secrets" for any students.
- Do not give students food, candy, or other items without first getting permission from the CT or school principal.

Professional Communication. Candidates should always exemplify professional communication and technology skills in speaking, writing, and listening. This includes appropriate content and attention to mechanics.

Electronic Devices. Candidates must follow guidelines from their site regarding the use of electronic devices. Cell phones and other non-instructional electronic devices should be limited to non-instructional times during the day (i.e., breaks, recess, lunch, etc.) and should not be used during meetings with staff or parents. If they have an emergency, they should step out of the classroom without disrupting the class before texting or answering the phone.

Professional Appearance. While at a school site as a Teacher Candidate, it is important to maintain professional appearance and attire in classroom and virtual settings. Acceptable attire for Teacher Candidates consists of "business casual" clothing; close-toed shoes are recommended. Hairstyles should be neat and clean; hats or caps should not be worn (religious head coverings are permitted). Unacceptable attire includes sweatpants, ripped clothing, pants that result in exposure of private body parts when bending or sitting, clothing with see-through materials, flip-flops, and bedroom shoes/slippers. The exposure of tattoos, facial piercings and hair color are left to the discretion of the school site. Candidates should remember this site might

consider hiring them in the future, so they should leave a good impression. In virtual settings, Candidates should keep their cameras on and ensure that backgrounds look professional and free from distractions.

Legal Responsibilities. The Child Abuse and Neglect Reporting Act (CANRA) mandates that teachers and other school employees report suspected child abuse or neglect. All holders of documents issued by the CTC, including the Certificate of Clearance, are mandated reporters. This means that they are required to report every known or suspected instance of child abuse or child neglect to a child with whom they have had professional contact. Reports are to be made immediately, or as soon as is practically possible, to a law enforcement or child protective agency in addition to any report made to their supervisor or employer. Written reports and any evidence of abuse/neglect must be submitted within 36 hours of when the individual becomes aware of the abuse. Failure to report any known or suspected act of neglect or abuse is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars, or by both. The full legal and professional obligations are contained in [CANRA](#). Maintain student confidentiality at all times. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) delineate information that must be kept confidential and secure. Candidates will have access to certain kinds of information about their students and should consult with their CT and/or site administrator about the rules and policies in effect so that their actions remain in compliance with FERPA and HIPAA. Follow the CalTPA [confidentiality guidelines](#) while making video recordings.

Statement of Concern or Student Success Action Plans

The Education Department uses a Statement of Concern (SOC) or Student Success Action Plan (SSAP) process to address issues with students and/or persistent unsatisfactory performance in courses and Clinical Practice. A student who receives two **Statements of Concern** at any point during the program will be subject to removal from the program and ineligible to reapply for admission.

Performance issues in courses are handled by the instructor of record for the course. Significant Clinical Practice performance concerns are handled by the University Supervisor, the Program Coordinator, and the Department Chairperson.

Program faculty/staff writes the SOC or SSAP in consultation with the Program Coordinator, identifying issues that may prevent a Candidate from successfully completing a credential program.

The SOC includes an Action Plan that provides guidelines for the Candidate to address the identified issue(s) and a deadline for completion. The required followup of the action plan will be completed by designated parties (instructor, supervisor, program coordinator named in the SOC) and discussed with the candidate as needed. The progress towards completion of the action plan is discussed with the Program Coordinator who, after consultation with the US and careful consideration, makes a determination on consequences and/or follow-up, which may include removal from Clinical Practice or being exited from the program.

Removal from Clinical Practice or Fieldwork

A Clinical Practice Candidate, Intern, or Fieldwork student who violates the Cal Poly Pomona [Student Conduct Code](#); Clinical Practice policies or procedures; or the policies, rules, or regulations of the placement school may be removed from a placement at the request of University or school site personnel. Clinical Practice teacher candidates who are unable to complete the semester will receive a grade of NC for the semester. A Statement of Concern will be placed in the Candidate's file. The Candidate may be removed from the credential program. Reasons for removal from a placement include, but are not limited to:

- Violations of the University's [Student Conduct Code](#), [Nondiscrimination and Sexual Harassment](#) policies, or [Violence, Zero Tolerance](#) policies
- Significant lack of content knowledge
- Significant and consistently poor lesson planning
- Consistently inappropriate adaptations for students who are English Learners or students with special learning needs
- Inability to appropriately relate to and work with students in the classroom
- Poor interpersonal skills with students or adults
- Consistent tardiness, early departures, and/or excessive absences
- Lack of professional communication, collaboration, and/or responsibility
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers, etc.)
- Persistent failure to meet the site's expectations for faculty

Notes on Withdrawal, Removal, and Appeal:

1. The Teacher Candidate may appeal any withdrawal or removal decisions to the Education Department Appeals and Reinstatement Committee. The Candidate must provide verification and documentation and submit this to the Department Chair. A good faith effort to settle a dispute at the department level must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute by informal means should continue. Please consult with the Department Chair as a first step in resolving any dispute. The next step is to appeal to the [Office of Student Success](#).
2. Students who are withdrawing from *all* classes in a semester may want to fill out a [Leave of Absence](#) form. This is a separate process, and the form is available from the Registrar's Office.
3. An Intern may not withdraw from Clinical Practice or apply for a leave of absence while employed at a school district as an Intern.

Part 9: FREQUENTLY ASKED QUESTIONS

1. I want to be a teacher. How do I start?

To earn the Preliminary Credential, you must be admitted to (1) the University by completing the CSU Teacher Credential Program Admission Application at www2.calstate.edu/Apply and (2) the program by completing the [Program Admissions Packet](#). You must satisfactorily complete the required coursework, including Clinical Practice (student teaching or Internship) in a setting appropriate to the credential you are getting.

2. What credentials does Cal Poly Pomona offer?

Currently, Cal Poly Pomona offers Preliminary Credentials in Multiple Subject, Single Subject, and Education Specialist for the Mild/Moderate Support Needs (i.e., Mild/Moderate Disabilities) and Significant Support Needs (i.e., Moderate/Severe Disabilities). We do not offer the Clear Credential. The [CTC website](#) provides a list of approved Clear programs.

3. What's the difference between a Preliminary and Clear Credential?

The Preliminary Credential includes competencies in general education. The Clear Credential provides advanced competencies within a particular credential area and includes induction and professional development components. Once you obtain your Preliminary Credential, you have five (5) years to complete the Clear.

4. I took some courses at another university that look similar to those required at Cal Poly. Can I get the Cal Poly courses waived?

The Education Department has a course equivalency process. You must complete the [Course Equivalency Request](#) and submit it with required documentation (unofficial transcripts, a copy of the catalog description). The form is reviewed for evaluation. You should receive notification regarding the request for equivalency within a few weeks.

5. Do you have an online credential program?

Credential and master's courses are offered in a variety of delivery formats, including on-campus (face-to-face), hybrid (part online and part on-campus), and fully online. The University course schedule indicates the course delivery format. We currently do not offer a fully-online credential program.

6. I have a teaching credential from out-of-state or from another country. How do I get a credential in California?

Each state and country has different requirements for earning a teaching credential. The decision as to what additional requirements you will need, if any, comes from the California Commission on Teacher Credentialing (CTC) in Sacramento. If you are already employed in California, you should start with your district's personnel office; they should get information from Sacramento. You can also contact Cal Poly's Credential Analyst, Bldg. 6-208.

7. How do I add the Education Specialist credential to my credential?

If you are currently enrolled in Cal Poly Pomona's Multiple or Single Subject program, you will need to file a [Petition to Change/Add Credential Objective](#) and attend the Education Specialist Orientation. Contact the Credential Analyst for complete information.

8. Can I change credential programs or add another credential/authorization?

Yes. Please visit this [website](#) and contact your current credential analyst for guidance. You will need to file a [Petition to Change/Add Credential Objective](#) and attend a program orientation or meet with the program coordinator. To add a bilingual authorization see the Bilingual Authorization [website](#), or contact Dr. Myriam Casimir, mcasimir@cpp.edu for the most current information.

9. I have a job offer and the district wants me to be an Intern. How do I apply for the Intern program?

Contact our Intern Director Dr. Mary Maupin, [mmaupin@cpp.edu](mailto:mmmaupin@cpp.edu) and check the [website](#) for complete information.

10. I'm already teaching in a classroom on an Intern credential. Can I use this setting to complete my Clinical Practice?

Yes, you may use your employment setting, as long as it is appropriate to the credential you are earning, and it is a school with which Cal Poly has an Intern agreement. Contact the Credential Analyst for additional information. See the [Intern program website](#) for more information.

11. I teach in a non-public school. Can I use this setting to complete my Clinical Practice?

Yes, if it is a “diverse school setting” that reflects California’s public schools, which includes race, number of students from families below the federal poverty level, languages spoken by the students (including English Language students), and the inclusiveness of the school for students with disabilities.

12. What is the GWT?

The Graduate Writing Test (GWT) is required for admission to the Education Department [Master’s Degree program](#) at Cal Poly. If you anticipate pursuing a Master's Degree in Education, then you should plan to take the GWT prior to beginning the MA Research Core courses.

13. Can I get a Master's degree as part of my credential program?

The Education Department offers the M.A. in Education degree with several emphasis options. Some of the required courses will apply toward the M.A. Information about Cal Poly's M.A. can be found on the [website](#).