

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-076-167

SINGLE SUBJECT CREDENTIAL (REVISIONED)

Academic Programs Committee

Date: 2/25/2017

Executive Committee  
Received and Forwarded

Date: 03/01/2017

Academic Senate

Date: 03/08/2017  
First Reading  
04/05/2017  
Second Reading

**BACKGROUND:**

The Single Subject Teaching Credential authorizes public school teaching in a departmentalized classroom in PreK-12 (usually high school), and classes organized primarily for adults. The Bilingual Authorization (BL) [Spanish and Asian languages] option prepares the teacher to teach in a bilingual environment that requires the development of English language skills concurrent with academic instruction in the student's primary language. The programs are fully accredited by the CA Commission on Teacher Credentialing and meet all state teacher preparation standards and Teaching Performance Expectations.

For the semester revision of the program, Education faculty designed the changes to the program to provide students with a more in-depth treatment of central issues and questions in the academic disciplines that form part of the credential programs. For this program, they created three new courses, Building Relationships with Youth, Families, and Communities (EDU 5220), Teaching Secondary English Learners (EDU 5210) and Novice Clinical Practice for Secondary Teachers (EDU 5150). They also combined two courses, TED 432 and TED 442 that became one new course entitled Secondary Reading and Writing in the Content Areas (EDU 5200). They also removed three pre-requisite courses and embedded their content into other courses. The program offerings meet all State of CA Commission on Teacher Credentialing (CTC) standards that include: the CTC professional Standards and Teaching Performance Expectations; and the Common Core State Standards. The program is aligned with a comprehensive program assessment plan.

**RESOURCES CONSULTED:**

Deans  
Associate Deans  
Department Chairs  
All Faculty

**DISCUSSION:**

Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of Education and Integrative Studies as well as the Dean of CEIS and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

**RECOMMENDATION:**

The Academic Programs Committee recommends approval of Single Subject Credential (Revised) program as part of the semester conversion process (see attached proposal).

## Program Proposal

### Single Subject Credential Program

#### CURRICULUM SHEET

**Program Name (Major/minor/option/emphasis as applicable):  
Single Subject Credential Program**

Course Number	Course Title	Units
<b>Pre-requisite: 45 hours of Early Field Experience</b>		
EDU 5000	Foundations of Teaching and Learning	3
EDU 5005	Foundations of Education in a Diverse Society	3
EDU 5302	Educating Students with Disabilities in Diverse Settings	3
EDU 5200	Secondary Reading and Writing in the Content Areas	3
EDU 5205	Secondary Curriculum and Methods	3
EDU 5250	Novice Clinical Practice for Secondary Teachers; TPA 1 and 2 (embedded)	4
EDU 5220	Building Relationships with Youth, Families and Communities	3
EDU 5210	Teaching Secondary English Learners	3
EDU 5215	Models of Secondary Instruction	3
EDU 5260	Single Subject Clinical Practice	9
EDU 5280	Teaching Performance Assessment for Secondary Teachers	3
<b>Total Number of Units:</b>		<b>40</b>

## 3-Semester Roadmap

The 3-Semester Roadmap is for students who want to go through the program full time.

Department: Education  
 Single Subject Credential Program  
 Curriculum Year: 2018-2019

	Fall	Units	Spring	Units	Comment
<b>Year 1</b>	EDU 5000	3	EDU 5205	3	
	EDU 5005	3	EDU 5210	3	
	EDU 5302	3	EDU 5215	3	
	EDU 5200	3	EDU 5220	3	
			EDU 5250	4	
	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>16</b>	
	<b>Total Units for Year</b>			<b>28</b>	
<b>Year 2</b>	<b>Fall</b>	<b>Units</b>	<b>Spring</b>	<b>Units</b>	<b>Comment</b>
	EDU 5260	9			
	EDU 5280	3			
	<b>Total</b>	<b>12</b>	<b>Total</b>		
<b>Total Units for Year</b>			<b>12</b>		
<b>Total Units for the Credential</b>				<b>40</b>	
Program Core Units				40	

## 4-Semester Roadmap

The 4-Semester Roadmap is for students who want to go through the program part time.

Department: Education  
 Single Subject Credential Program  
 Curriculum Year: 2018-2019

Year 1	Fall	Units	Spring	Units	Comment
		EDU 5000	3	EDU 5302	3
	EDU 5005	3	EDU 5215	3	
	EDU 5200	3	EDU 5250	4	
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>10</b>	
<b>Total Units for Year</b>				<b>19</b>	
Year 2	Fall	Units	Spring	Units	Comment
	EDU 5205	3	EDU 5260	9	
	EDU 5220	3	EDU 5280	3	
	EDU 5210	3			
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>12</b>	
<b>Total Units for Year</b>				<b>21</b>	
<b>Total Units on Plan</b>				<b>40</b>	
Program Core Units				40	

Since this is a post-baccalaureate program and majority of students work during the day, most courses are offered in the evening hours.

## Single Subject Credential Program Two-Year Course Schedule

Please refer to BroncoDirect for the current academic semester course schedule

D = Day N = Night	Academic Year 2018-19				Academic Year 2019-20			
	Fall		Spring		Fall		Spring	
Course	Day	Evening	Day	Evening	Day	Evening	Day	Evening
EDU 5000	X	X	X	X	X	X	X	X
EDU 5005	X	X	X	X	X	X	X	X
EDU 5302	X	X	X	X	X	X	X	X
EDU 5200	X	X	X	X	X	X	X	X
EDU 5205		X		X		X		X
EDU 5250		X		X		X		X
EDU 5220		X		X		X		X
EDU 5210		X		X		X		X
EDU 5215		X		X		X		X
EDU 5260	X		X		X		X	
EDU 5261	X		X		X		X	
EDU 5280		X		X		X		X

## ASSESSMENT PLAN

### MISSION AND VISION STATEMENTS FOR THE Single Subject Credential Program

#### Mission Statement

The mission of the Single Subject Credential Program is to prepare highly qualified secondary teachers to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practice of teaching. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

#### Vision Statement

The Single Subject Credential Program will prepare outstanding, caring and professional secondary teachers who apply leadership and expertise to enable and inspire diverse learners to reach their full potential.

The Single Subject Credential Program prepares candidates to teach in secondary grade levels 7 through 12, and in some cases 6. Candidates completing the Single Subject credential program will acquire the following knowledge, skills, behaviors, and dispositions:

### Program Objectives and Corresponding Student Learning Outcomes

<b>Program Outcomes California Standards for the Teaching Profession (CSTPs)</b>	<b>Single Subject Credential Program Student Learning Outcomes California Teaching Performance Expectations (TPEs)</b>
1. Candidates make subject matter comprehensible to students in grades 7 through 12.	1. Single Subject candidates demonstrate the ability to teach the state-adopted academic content standards to students (TPE 1).
2. Candidates effectively assess student learning.	2. Candidates use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are understanding content and making progress toward identified key concepts from state-adopted academic standards (TPE 2).
	3. Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students’ progress and plan instruction (TPE 3).
3. Candidates effectively engage and support students in learning.	4. Candidates incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum (TPE 4).
	5. Candidates clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students (TPE 5).
	6. Candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally-appropriate instructional practices to make content accessible to all students (TPE 6).
	7. Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners (TPE 7).



<p align="center"><b>Program Outcomes</b></p>	<p align="center"><b>Single Subject Credential Program Student Learning Outcomes</b></p>
<p>4. Candidates effectively plan instruction and design learning experiences for students in grades 7 through 12.</p>	<p>8. Candidates draw upon an understanding of patterns of child and adolescent development to understand their students (TPE 8). 9. Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students (TPE 9).</p>
<p>5. Candidates create and maintain effective learning environments for students in grades 7 through 12.</p>	<p>10. Candidates allocate instructional time to maximize student learning and achievement in relation to state-adopted academic content standards for students (TPE 10). 11. Candidates create a positive climate for learning, and establish a physically, socially and emotionally safe classroom environment for students by developing and maintaining clear expectations for academic and social behavior (TPE 11).</p>
<p>6. Candidates develop as a professional educator.</p>	<p>12. Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals, and take responsibility for student academic learning outcomes (TPE 12) 13. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness in light of information about the state-adopted academic content standards for students and student learning. (TPE 13).</p>

**Curriculum Matrix for the Single Subject Credential Program**

Courses / Learning Outcomes	PO #1	PO #2		PO #3				PO #4		PO #5		PO# 6	
	TPE 1 Subj- Specific Pedagogy	TPE 2 Monitor Student Learning	TPE 3 Interp & Use of Amts.	TPE 4 Making Content Accessi- ble	TPE 5 Student Engagmt	TPE 6 Develop Approp. Practices	TPE 7 Teaching English Learners	TPE 8 Learning About Students	TPE 9 Instruct. Planning	TPE 10 Instruct. Time	TPE 11 Social Environ.	TPE 12 Profession , Legal, Ethical	TPE 13 Profession- al Growth
EDU 5000	I	I	I	P	P, A	P	P, A	P, A	P	P	P, A	P	P
EDU 5005	P	P	P	P, A	I	I	P	P, A	P		P		P
EDU 5302	P	P, A	P, A	P	P	P, A	P	P, A	P	P	I	P	P
EDU 5200	P, A	P	P, A	P, A	P	P, A	P	P, A	P, A	P			P, A
EDU 5205	P,A	P	P	P, A			P, A		P, A				
EDU 5250	P, A	P	P, A	P, A	P	P, A	P, A	P, A	P, A	P	P	P, A	P, A
EDU 5220	P	P	P	P, A	I	I	P, A	P, A	P		P		P
EDU 5210	P	P	P	P, A	I	I	P, A	P, A	P		P		P
EDU 5215	P			P				P	P		P		
EDU 5260/61	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A
EDU 5280	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A		D, A

I - Introduction
P - Practice
D - Demonstrated
A - Assessment data collected



**Five-Year Program Assessment Schedule (2018-2023) for the Single Subject Credential Program**

	<i>2018 - 2019</i>	<i>2019 - 2020</i>	<i>2020 - 2021</i>	<i>2021 - 2022</i>	<i>2022 - 2023</i>
Accreditation Reports Source (Availability)	*Biennial Report for 2017-19 and 2018-2019	Program Assessment	*Biennial Report for 2020-21 and 2019-2020	Site Visit	
Portfolio Gateway Assessment (Quarterly)	Winter (All PS)	Winter (PS 1 and 4)	Winter ( PS, 2 )	Winter (PS 3, 5)	Winter (PS 6)
*Clinical Practice: Novice, I, II Mid-Term Assessments (Quarterly)	Spring		Spring		Spring
*TPA 1, 2, 3 Formative Assessments (Quarterly)	Spring		Spring		Spring
Portfolio Assessment (Quarterly)	Spring (All PS)	Winter (PS 1 and 4)	Winter ( P,S, 2 )	Winter (PS 3, 5)	Winter (PS 6)
*TPA 4 Summative Assessment (Quarterly)	Spring		Spring	Spring	Spring
Candidate Exit Survey (Available June)	Summer	Fall	Summer	Fall	Summer
*Employer Response Survey (Available June)	Summer	Fall	Summer	Fall	Summer
*Alumni 1-Yr. Out Survey (Available June)	Summer	Fall	Summer	Fall	Summer

**\*Items included in the state Biennial Reports (Due 15<sup>th</sup> of Aug or Sept)**