



Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs.
Within this overall structure:

Common Standard Elements	Required Documentation
1.1 The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Notre Dame de Namur University’s (NDNU) mission is to provide “excellent professional programs in which community engagement and the values of social justice are integral to the learning experience.” The mission speaks to the institution’s commitment to providing service to local, national, and international communities, and to advance a diverse, inclusive learning community in which each member is challenged to consciously apply these values in his/her personal, professional, and public life. The School of Education and its credential programs are committed to building a candidate-centered environment which honors the richness of diversity in the human population. We value each candidate as a person, respect each candidate as a learner, and appreciate each candidate as a rich resource for other learners. As educators, we ensure the right to equal access to challenging learning opportunities. As educators, we view the teaching-learning process as student-centered (both credential candidates and TK-12 students), cooperative, and transactional. Learning, accomplished by the learner must be active. Teaching and school administration are multifaceted roles – that of observer, model, encourager, facilitator, presenter of instruction, among others. Teaching and learning are integrative, utilizing the variety of resources which surround us: personal, cultural, research, TK-12 standards and frameworks, school curriculum, and technological. Finally, assessment reflects as much as possible the use to which learning is put in the world outside school.

	The credential programs are designed to guide candidates through a learning process, from building a foundation to increasing application by guided practice with mentors in selected field practicum settings. Foundation courses examine educational research alongside adopted standards and frameworks and how these are applied in current practices in school settings. As candidates move through the program, course assignments are combined with observations in school settings followed by application with increasing responsibilities in field practicum placements to support candidates as they develop as teachers and school administrators. Our program's goal is to train excellent teachers and administrators who translate the NDNU mission and vision into their classrooms, schools, districts, and communities. A short list of research, theoretical frameworks, modules incorporated across the curriculum includes, but isn't limited to: culturally responsive teaching (Gay); effective teaching methods and practices (Dueck); effective strategies for coaching (Aguilar); Social, Emotional, and Cultural Anchor Competencies Framework (Center for Reaching & Teaching the Whole Child); Bloom's taxonomy; HOTs (Brookhart); applied behavior analysis (ABA) and Systematic Instruction; High-Leverage Practices for Students with Disabilities (CEEDAR); AFIRM modules (National Clearinghouse on Autism); Open Hands, Open Access (OHOA); Deaf-Blind Intervener Learning Modules; NGSS standards and NASA resources; multiple intelligence (Gardner); as well as research from Love, Darling-Hammond, Ladson-Billings, Dewey, and Popham. <u>Artifacts and Evidence</u> Link to About NDNU Mission and Vision Statements: https://www.ndnu.edu/about-ndnu/
1.2 The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	NDNU School of Education (SOE) faculty [FT, PT, university supervisors and subject matter mentors], staff, and dean meet monthly [typically first Tuesday from 12:30-2:00p] to actively review its programs both in relationship to the university at large and specifically related to program requirements. Faculty and staff review issues related to or that impact programs from the state, local, university or program levels.

	Program Directors meet monthly with the dean to provide program updates and identify issues that may need to be address either within the school or in meetings with other NDNU units. Program Directors hold monthly meetings with faculty to address business and issues specific to their credential programs. Faculty provide updates on courses including discussion of content issues and candidate progress University supervisors and mentors provide updates on the progress of candidates in clinical placements. Education Committee is composed of one faculty member from each program. This Committee reviews the progress of candidates in credential and master's degree programs and recommends next steps for those who have been identified as struggling to successfully meet requirements for a credential or degree. Candidates are recommended to the Committee by the program director, advisor, course instructor, district-employed supervisor [cooperating teacher or intern support provider], or field supervisor for the intern/student teaching experience. Candidates are discussed individually by the committee and supports are tailored to their individual needs on a case-by-case basis. Information from the Education Committee, while maintaining confidentiality about candidates, is also used to inform review of program practices for program improvement. Institutionally the School of Education dean and faculty are actively involved in NDNU committees, tasks forces, and meetings that provide information related to the School of Education to the larger institution while allowing input from the school into institutional issues. The dean meets bi-weekly with the Council of Deans which includes the Provost and Vice Provost. COD is responsible for all aspects of the academic programs across all academic units. Meeting issues around admissions, marketing, financial aid, program review both internally and external accreditation, budget, etc. The dean has bi-weekly 1:1 meetings with the Provost to discuss items specific to the school of education, its programs and faculty. The dean also serves on a range of university committees including the Enrollment Management Team, Strategic Planning Committee, Budget
--	---

	Committee, Scholarship Committee, Diversity Council, and the Student Learning and Success Committee of the Board of Trustees. NDNU faculty, both full-time and part-time below to Service Employees International Union (SEIU) Local 1021. Faculty and administrators jointly serve on two committees: Joint Labor Management Committee (JLMC) and Faculty Governance Committee. The dean and one full-time faculty member from the School of Education serve on JLMC. Another School of Education faculty member full-time serves on the Faculty Governance Committee. Artifacts and Evidence School of Education Meeting Agenda 1/9/24 Education Committee Meeting Agenda Template
1.3 The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	SOE Advisor Council is composed of representative from the County Office of Education, district, and school personnel from all districts/schools with whom we have MOU's or Articulation Agreements to place candidates for clinical practice assignments and community partners where candidate participate in community engagement projects. The group meets each fall, after the start of the new school year. Prior to the meeting, participants respond to a short survey indicating 1) their top 2-3 issues for the coming year; 2) what is happening in their district/school/agency they would like to share/discuss with the group; 3) ways in which the School of Education can provide assistance. The responses inform discussion and/or presentation topics for the agenda which also includes updates about CTC issues/initiatives and NDNU/SOE issues/initiatives. The meeting always provides for small group break-out discussions. Information from the survey as well as notes from the meeting and small groups inform SOE program review. Additional collaboration comes through creating partnerships with districts and community agencies that identify needs specific to those institutions in terms of curriculum, tutoring support for PK-12 students, programs to support district employees in earning their credentials.

	<u>Artifacts and Evidence</u> <u>Collaboration Table</u> <u>Advisory Council Agenda, Fall 2023</u> <u>Advisory Council Survey, Fall 2023</u>
1.4 The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field based supervision and clinical experiences.	The institution provides the School of Education with sufficient resources for effective operations of its program. Personnel for the School of Education include: • Staff: an Executive Assistant, Credential Analyst, Credential Data Analyst and the dean. Decisions related to unit resources for effective operation of university units, as well as coordination across units, are primary responsibility of Budget Committee and the Council of Deans on which the dean serves as a member. The dean manages the School of Education budget. • Program Directors for each program [Multiple Subject, Single Subject, School Administration, Special Education,], 2 TPA Coordinators and Placement Coordinators for the Multiple Subject, Single Subject, and Special Education programs. • 50 faculty [4 full-time and 45 part-time] The School of Education budget, in addition to salary and benefits, includes funds for marketing/recruitment; professional development for faculty and staff; stipends for guest speakers and district-employed supervisors; as well as expenses, beyond those for the day-to-day operation of the unit, including scholarships for candidates and special events and activities within the school and with our school/district and community partners. The Admissions team consists of the Dean of Enrollment Management and 7 admission staff who regularly meet with the School of Education faculty and staff throughout the recruiting and admission process including admissions/recruiting events, initial contact with inquiries, and support faculty with collecting documents to support the admissions process. The Dean of

	Enrollment Management and/or an Admission counselor regularly attends School of Education meetings to provide updates on the admissions process. Meetings with Program Directors, as a group or individually, also inform the recruiting/admissions process. The Marketing team consists of the Vice President for Marketing and Communication and 3 staff members. A member of the Marketing team is invited to attend School of Education meetings to update the faculty on marketing and to solicit information for additional ways to promote the programs. Joint meeting between SOE faculty/staff, Admissions and Marketing are held to coordinate recruitment/admissions and events for the community such as STEM Day, speaker series, etc. The School of Education dean is a regular member of several groups directly involved in the budgeting process. The Enrollment Management Team looks at marketing, the recruitment funnel, and enrollments over previous semesters as a means of making enrollment projects which are used in both school and institutional budgeting. The Strategic Planning team examines current and future plans for the institution including how these impact budget projections and decisions. The Council of Deans also reviews and makes recommendations related to specific resources for their schools/programs. Weekly budget summary reports are provided to all NDNU unit leaders, including the deans, by the Vice President for Finance and Administration. <u>Professional Development</u> All faculty, when initially hired at NDNU, participate in New Faculty/Staff Orientation. Workshops include review of HR policies and procedures, general NDNU policies and procedures, how to set up their NDNU email account, access and use campus portal, how to access and use the LMS systems [Canvas, InSpace, and other embedded online applications], a review of student services including library, Academic Success Center, Disabilities Resource Center, Counseling services, Center for Excellence in Teaching and Learning, Registrar, Business Office, etc., and a session specific to the new hire's unit in the
--	---

	university. For SOE faculty this includes review of SOE policies and procedures, course development process [instructional design, use of LMS, use of InSpace, review of program and course learning outcomes, content expectations including syllabus format, course pedagogy, and assessment tools]. Additional professional development opportunities are provided through the library, Academic Support Center, Center for Excellence in Teaching and Learning, workshops available through Human Resources, and funds to attend professional development workshops, conferences, and collaborations. The School of Education provides additional professional development activities and funds for its faculty (both full and part time) through its own budget. • Yearly membership in the California Council on Teacher Education (CCTE) is provided for all full-time faculty and program directors who may be part-time. • Faculty travel to the CCTE Conferences is covered by the School of Education. • All faculty are encouraged to search for and attend conferences that will provide additional training in areas of interest. Registration fees are provided, and additional costs may be covered depending on funds available. • Based on faculty requests, professional development workshops and speakers are held on campus. In summer 2022, NDNU received a <i>Dyslexia Grant to Preparation Programs</i> from the CTC. All NDNU faculty including university supervisor and district employed supervisors were invited to attend workshops during the 2022-2023 year. \David Kilpatrick was our speaker at the initial conference with breakout groups hosted by K-!2 teachers with expertise in working with students with dyslexia. A <i>Walk through the CA Dyslexia Guidelines</i> workshop with The California Reading and Literacy Project provided additional Information as faculty met during the year in focus groups to update and coordinate their course content. All faculty are invited to attend monthly School of Education meetings, attending in-person or via Zoom or InSpace. The agenda, developed with faculty input, includes updates on recruitment/enrollment, marketing, program
--	---

	reports, review of issues impacting students, staff and faculty, upcoming events, and areas of professional development. Programs within the School of Education also hold monthly meetings, in-person and via Zoom or InSpace, specific to their program, convened by their Program Director. Faculty are encouraged to share information about how the courses are progressing, challenges/concerns, suggestions for revisions/updates, feedback from students, etc. as part of ongoing course and program improvement. These meetings also provide the opportunity for faculty to share information about students, including concerns that may indicate a need for specific university resources to support a student both academically and/or personally. This allows faculty to “trigger” an early alert for follow up by a learning support specialist, academic advisor, or counselor. Faculty also discuss program recruitment and marketing including how to more effectively reach out to diverse communities to recruit teachers. Faculty set up meetings with Admissions and Marketing gather data, to give input and review campaigns to ensure these are reaching desired audiences. Artifacts and Evidence NDNU Organization Chart: https://www.ndnu.edu/wp-content/uploads/Org-Chart-NDNU-11-27-2023.pdf
1.5 The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	No additional information is required during the Common Standards submission. Information is available through Program Review submission
1.6 Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<u>Recruitment</u> The School of Education’s goal is to hire qualified faculty who are representative of our candidate population as well as the population in California PK-12 schools. The institution is committed to recruiting and retaining diverse faculty and staff. <u>Hiring Process for faculty</u>

	The dean, with input from faculty, monitors enrollment, budget, and faculty needs throughout the year. When the need for an additional position or new position for a faculty member is identify. At this point, if the position is for a part-time faculty member, a job description is developed and search committee of 4-5 faculty formed. At least one member of each search committee must be a current or former member of the university Diversity Council. For a part-time position, a Personnel Requisition along with the job description is submitted to HR to post on the NDNU website. The job description is also posted on other websites, agencies, and institutions as listed in the Personnel Requisition. If the position is for a full-time faculty position, the process has additional steps. For a current full-time position that is being filled due to vacancy, the job description is reviewed and updated. If the need for a new full-time faculty position is identified, a job description is developed along with a request, including budget needs, for the new position. Full-time positions are reviewed by the Council of Deans and the Provost. Final approval to search for a full-time position comes from the Provost. A Personnel Requisition along with the job description is then submitted to HR to post on the NDNU website. Search Committees members go through a training from HR for their role including laws and regulations, as well NDNU policies, related to searches. Once the training is complete, they review applications. Typically, a search committee will do an initial paper review to select applicants for an initial interview by zoom to narrow the pool. The Committee continues this interview process until it selects 3-4 finalist. Finalists for a part-time position are invited to campus for an in-person interview with the Search Committee as well as faculty and the dean. The Search Committee, following reference checks, makes their recommendation for who to hire to the dean. The dean makes the job offer. Finalists for a full-time position are invited to campus for a full day including a presentation to faculty as well as interviews faculty, staff, students, and administrators. Feedback is provided by all participating in the interview process. These are reviewed by the Search Committee who also complete
--	---

	reference checks before making their recommendation to the Provost and dean. The dean makes the job offer. <u>Professional Development</u> All faculty, when initially hired at NDNU, participate in New Faculty/Staff Orientation. Workshops include review of HR policies and procedures, general NDN policies and procedures, how to set up their NDNU email account, access and use campus portal, how to access and use the LMS systems [Canvas, InSpace, and other embedded online applications], a review of student services including library, Academic Success Center, Disabilities Resource Center, Counseling services, Center for Excellence in Teaching and Learning, Registrar, Business Office, etc., and a session specific to the new hire's unit in the university. For SOE faculty this includes review of SOE policies and procedures, course development process [instructional design, use of LMS, use of InSpace, review of program and course learning outcomes, content expectations including syllabus format, course pedagogy, and assessment tools]. Additional professional development opportunities are provided through the library, Academic Support Center, Center for Excellence in Teaching and Learning, workshops available through Human Resources. The School of Education provides funds to attend professional development workshops, conferences, and collaborations. <u>Artifacts and Evidence</u> Link to sample job posting on NDNU HR website: https://www.ndnu.edu/human-resources/jobs/ <u>Tenure Track Faculty Job Description</u> <u>Non-Tenure Track Faculty Job Description</u> <u>PT Faculty Job Description</u> <u>PT Program Director Job Description</u>
--	---

1.7 The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field- based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: • current knowledge of the content; • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; • knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and • demonstration of effective professional practices in teaching and learning, scholarship, and service.	NDNJU employs and assigns only qualified persons to teach courses, provide professional development and supervise field based and clinical experiences. Qualifications are set out in the job descriptions. At the end of each semester, candidates complete a course evaluation for the courses in which they are enrolled. After grades are posted, the evaluations are available to faculty on the campus portal. Program Directors are also provided with course evaluations to review. Program Directors have access to syllabi that are collected at the beginning of each semester and posted on the School of Education SharePoint site. If a Program Director has concerns about a faculty member’s performance based on course evaluations, syllabi, and/or student comments, the Program Director will meet with the faculty member to review concerns. If concerns continue into subsequent semesters, the process set out in the Collective Bargaining Agreement will guide next steps. Details for review are set out in the Appendix F, Part II Faculty Performance, Evaluation and Advancement of the Collective Bargaining Agreement between NDNU and the Service Employees International Union, Local 1021 Artifacts and Evidence Tenure Track Faculty Job Description Non Tenure Track Faculty Job Description PT Faculty Job Description PT Program Director Job Description Collective Bargaining Agreement https://www.ndnu.edu/documents/human-resources/NDNU-SEIU_CBA_2021-2024.pdf
1.8 The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	The NDNU School of Education has a process in place to monitor the credential recommendations that ensures that candidates recommended have met all requirements.

	When candidates are admitted to the NDNU teacher preparation program, they are each given a Canvas Document File. During new Student Orientation, they are shown how to upload all their CTC required documents into their Document File. Candidates upload documents as they complete them throughout the program. At the point a candidate will be completing the coursework required to enroll in their first student/intern teaching seminar, the Program Director notifies the Placement Coordinator. The Placement Coordinator then reviews the candidate's Document File and verifies that all documents required for a candidate to enroll in student/intern teaching are in their file. During the final semester of their program, the Credential Analyst meets with candidates in the Second Semester Student/Intern Teaching Seminars to walk them through the credential recommendation process. Candidates then meet individually with the Credential Analyst to complete an NDNU Credential Audit Form. The Credential Analyst downloads the final transcript and reviews the candidate file to ensure that it contains all necessary documentation for credential recommendation per the Required Checklist for their program. Prior to fall 2023, the Required Checklist for each candidate was reviewed by a second individual. In fall 2023, SOE hired a full-time Credential Data Analyst. In addition to developing systems to track candidate completion of requirements and candidate data more efficiently, this individual is training to become the second individual at NDNU who can recommend candidates for their credential. This provides 2 individuals who can review each recommendation before it is submitted to verify a candidate has met all the requirements. <u>Artifacts and Evidence</u> Credential Audit Form Multiple Subject/Single Subject Credential Audit Form pASC SPED
--	---

	Education Specialist Checklist Multiple Subject Checklist Single Subject Checklist NOTE: NDNU currently does not have candidates in the Preliminary Administrative Services Credential program.
--	--



Education Department Meeting Agenda Tuesday, January 9, 2024 12:30 to 2:00 pm in the JB Lounge and on Zoom	
<u>Agenda</u>	Time
<u>Additions / Approval of Agenda</u>	12:30 PM
<u>Agenda items:</u> - Program enrollment updates - MA Education, MA School Administration/pASC – Susan Charles - MA Educational Therapy – Polly Mayer - ME TESOL – Caryl Hodges - MA Special Education/MMSN Credential/ESN Credential – Sharon O’Neil - Multiple Subject Credential – Stephanie Demaree - Single Subject Credential – Kelly Delaney	12:35 PM (15 mins)
Student Teach/Intern Orientations – Julie Costantino	12:50 PM (10 mins)
CalTPA Updates – Kelly Vaughn	1:00 PM (10 mins)
- Faculty Committee Reports - Joint Labor Management Committee – Kelly Vaughn - Faculty Governance – Kelly Delaney	01:10 PM (10 mins)
- SOE faculty as Curriculum Committee - Review and approval of programs for WSCUC Substantive Change form submission: - BA Interdisciplinary Studies: Education courses for degree program - Online MA Ed - Online MA Special Education with MMSN and ESC credentials - Online Multiple Subject and Single Subject Credential Programs	01:20PM (15 mins)

Tasks: Faculty have been reviewing tasks that need to be completed within their program and the school. This is a chance to create a master list of tasks that need to be done. The list will be reviewed by a 3-person faculty committee to recommend consolidation or division of responsibilities for tasks, identify who is currently responsible and recommend how tasks might be reassigned.	01:35 PM (20 mins)
<u>Important dates:</u> - Education Networking Mixer - Gellert Library or on Zoom? Monday, March 11 4:30-6:00 PM - Spring 2024 Syllabi due first day of classes (WORD DOCS ONLY using template provided by Caryl) - Summer/Fall 24 schedule due Monday, January 22 - Add/Drop date Friday, January 19 by 11:59pm - Adv/Reg Summer/Fall 24 (March 11-March 24) - CTC Accreditation – Common Core Standards – Due February 28 - Look for Outlook calendar invites to SharePoint training in January. - G drive migration to SharePoint on January 24, 2024	01:55 PM

<u>Education Meetings & Events</u> January 9 - faculty return Jan. 2 February 6 March 11 April 2 May 14- Retreat	<u>Education Committee Meetings</u> <i>Wednesdays, 11:00-12:00 pm</i> Zoom January 31 February 21 March 20 April 24	<u>Supervisor Meetings</u> January 30 February 20 March 19 April 23 <u>Ed Specialist</u> - 11:30-1:30 PM in the library <u>Multiple Subject</u> – SM 115 -2:30- 5:30 PM <u>Single Subject</u> – SM 117 -2:00 -6:00 PM
<u>Education Networking Mixer</u> - Gellert Library Monday, March 11 4:30-6:00 PM	<u>STEM Day</u> Location: Library Saturday, February 3, 10:00 AM – 1:00 PM	<u>Holidays</u> Martin Luther King - Monday, January 15 Presidents Day - Monday, February 19 Good Friday - March 29
<u>Spring break M-F March 4-8</u>		

Education Committee Agenda Template

Month, Day, 2024

Time

Location

Committee Members: Don Cox, Chair; Program Director: Kelly Delaney; Sharon O'Neil;

Stephanie Demaree; Susan Charles;

Staff Members: Aspo Normantas; Terrance Hanna

Faculty Attending:

1. Action items from last meeting
2. Students Reviewed to Committee:
 - a. Student Name
 - b. Student Name
3. Student 1
 - a. Problem:
 - b. Discussion
 - c. Recommendations/Results
 - d. Committee Action Items
4. Student 2
 - a. Problem:
 - b. Discussion
 - c. Recommendations/Results
 - d. Committee Action Items.
5. Process Improvements
6. Other topics

NDNU Education Department Collaboration Table 2023-2024			
NDNU	Stakeholders	Personnel Involved	Goal of collaboration
NDNU Advisory Council	Districts, Public & Private Schools, COE, NDNU Ed. Dept.	Superintendents, Principals, HR Staff, District Employed supervisors, COE staff, NDNU Ed Dept. faculty, university supervisors, & staff	Meet yearly to: • Discuss new Calif. DOE and CTC policies updates. • Share NDNU data to review; review changes/potential changes to program • Share COE/district/school data & outline suggestion for program changes based on needs identified • Credential or Topics specific Round Table discussions • Identify district/school needs to form partnerships to address these
Districts & Schools	Stakeholders	Personnel Involved	Goal of collaboration
SMUSD Induction Program Advisory Council	SMUSD Induction Program administrators, faculty, staff	SMUSD administration & HR staff, all IHE Credential programs placing student teachers and interns in SFUSD schools	The SOE Dean serves on this Council, which meet quarterly to review SMUSD Induction Program. This provides the opportunity review induction program data and to identify ways in which the SOE credential programs can incorporate what is learned into credential program courses and clinical practicums.
Compass High School Advisory Board – a college prep school for students with Dyslexia, Dysgraphia, Dyscalculia, ADHD, 2E, and Anxiety	Compass school administrator, teachers, staff, parents, education specialist credential program	Compass school administrator, teachers, staff, parents, special education experts	The SOE Dean serves on this Advisory Board, which meet quarterly to review issues specific to the school. This provides the opportunity identify ways in which the SOE General and Special Education programs can continue to incorporate educational practices its credential program courses and clinical practicums to better serve this student demographic.
Sequoia Union High School District (SUHSD)	Sequoia Union High School District, NDNU Ed. Dept.	Asst. Superintendent, NDNU Single Subject Program Director & Placement Coordinator, NDNU faculty & staff	“Developing Our Own” Program: Pipeline to single subject credential for district aides, focused on individuals from under-represented groups. District donor provided 100% of all costs for 3-6 individuals selected each year. Cohort 1 completed in May 2017. Cohort 7 began in summer 2023. Initially Associate Superintendent and district staff met regularly over a 6 month period with Dean and faculty to plan and implement program. During the first 2 years, monthly meetings, in person or via technology continue to ensure program is running smoothly and to make adjustments for next cohort. Currently quarter phone

			calls/zooms provide sufficient time to review and ensure program is running smoothly.
Jefferson School Districts Pipeline Partnership	Jefferson Elementary School District, Jefferson High School District, NDNU Credential Programs	Brent Valenti, Asst. Superintendent, JESD; Jennifer Larocque, Administrator of Special Projects, JESD; Daina Lujan, Director Human Resources, JUHSD; NDNU faculty & staff	School district and SOE work jointly to recruit school aides, substitute teachers, and parents to enter the NDNU credential program. NDNU would provide a 10% tuition discount, \$3,000 scholarship for each admitted candidate, and teach courses on Jefferson Districts sites with cohort of 10 or more admitted students. Applicants were supported in apply for financial aid, NDNU endowed scholarships, Golden State Teacher grant, and provide a list of additional scholarship opportunities. First cohort was admitted in Summer 2023. Recruitment of second cohort for Fall 2024 will begin in February 2024.
Belmont Redwood Shores School District Pipeline Partnership	Belmont Redwood Shores School District, NDNU Credential Programs	Dan Deguara, Superintendent; Julie Eastburn, Director & Administrative Services; NDNU faculty & staff	In Fall 2023 discussions began with BRSSD to work jointly to recruit school aides, substitute teachers, and parents to enter the NDNU credential program. NDNU would provide a 10% tuition discount, \$3,000 scholarship for each admitted candidate, and teach courses on BESSD District sites with cohort of 15 or more admitted students. Applicants will be supported in applying for financial aid, NDNU endowed scholarships, Golden State Teacher grant, provide a list of additional scholarship opportunities. Applicants who are currently district aides will be encouraged to apply for the SMCOE Classified School Employee Teacher Credential Program grant of \$4,800 annually. NDNU is currently working with BRSSD on marketing plans for a fall 2024 cohort.

Oakland Unified School District	Oakland Unified School District; NDNU	William L. Winston, Education Consulting LLC, Management & Operations; Caryl Hodgers, Dean, NDNU School of Education	California Classified School Employee Teacher Credentialling Program. This agreement is initiated on April 12, 2023, and is between the Oakland Unified School District (OUSD)and NDNU to facilitate the completion of a baccalaureate degree and/or teacher preparation program.
San Mateo County Office of Education	San Mateo County Office of Education; NDNU	Tami Moore, Associate Superintendent, HR; Mike Pappas, Director, HR; Caryl Hodges, Dean NDNU School of Education	California Classified School Employee Teacher Credentialling Program. This agreement is initiated on April 12, 2023, and is between the San Mateo County Office of Education (SMCOE) and NDNU to facilitate the completion of a baccalaureate degree and/or teacher preparation program.
Community Partnerships	Stakeholders	Personnel Involved	Goal of collaboration
Ayudando Latinos A Soñar (ALAS)	ALAS is a Latino centered nonprofit that helps children and their families	ALAS staff, NDNU faculty, NDNU candidates, children served by ALAS	Since 2014, NDNU candidates in EDU 4107 <i>Foundations for Teaching English Learners</i> have traveled to Half Moon Bay to tutor children served by ALAS year-round. See Common Standard 5.2 for additional details.



**Advisory Council Meeting
Monday, November 6, 2023,
at the Gellert Library, with a Zoom option
5:00 p.m. – 7:00 p.m.
Dinner will be provided.
Agenda**

1. Welcome and Introductions
2. Updates
3. Partnerships and Pipelines
 - a. Articulation agreement with San Mateo County Office of Education
 - Contact Michael Pappas mpappas@brssd.org
 - b. Articulation agreement with Oakland Unified School District
 - Sarah Glasband sarah.glasband@ousd.org
 - c. California Classified School Employee Teacher Credentialing Program Grants provide \$4,800 annually for paras and teacher aides towards the cost of completing the bachelor's degree and/or the credentialing program.
 - d. Setting up recruitment events in your district or at your school
4. Introducing Online Masters' Programs
 - a. MA Diversity, Equity, Inclusion & Leadership
 - b. MA Educational Therapy –add on for Ed Specialist teachers
 - c. MA TESOL
5. Discussion of Topics Advisory Council Survey

6. Break Out room to collaborate and discuss needs and concerns.

Join us on Zoom

<https://zoom.us/j/94344913440>

Updates

- A. New MOU approved by SMCOE County Attorney

- B. CTC

- a. NDNU CTC Accreditation Timeline - Please mark your calendars for **Spring 2025** – April 6-9. It is likely that interviews for administrators and district partners will be on **Sunday, April 6 in the afternoon between 1:00-5:00 with lunch; save the date and time.**

- b. Intern Support - District Site Provider

- c. Cooperative Teacher Workshop has been recorded – and a stipend will be provided.

- d. Dyslexia Webinar to share with your teachers.

<https://ca-literacy-dyslexia-collab.ucla.edu/introduction-to-dyslexia/>

- e. CalTPA Support Courses are now available - if you have credentials teaches who need TPA to clear their preliminary credential.

- C. Diversity, Equity, and Inclusion Leadership Free Seminar Series

Neurodiversity, Physical Handicap, Learning Differences

Diversity, Equity, and Inclusion Leadership Free Seminar Series

Friday, November 17, from 5:00 to 6:00pm PT

[Click here to register](#)

- D. Save the Date!

[STEM Day, Collaboration with NASA and Civil Air Patrol](#)

[Bring the kids!](#)

[Saturday, February 3](#)

[10:00 AM - 1:00 PM](#)
[Learn More & Sign up](#)

[Networking Mixer](#)
[Monday, March 11,](#)
[4:30-6:00 PM](#)

Advisory Council Survey Fall 2023

How can the NDNU School of Education be of assistance to you?	Are you holding summer sessions where we might place students to observe/assist?	What do you anticipate as the top two or three issues for Fall 2023?	What is happening in your school/district/COE?
Support in all areas. Maybe student teacher placements.	Yes!	- Parent Engagement - Student's mental health - understaffing	We are getting ready for the next school year. Some staff is also getting ready to move to new roles in the next school year.
continue the great partnership!	Yes - Sped and enrichment	lack of classified personnel - paras. would love for NDNU students to work in our part time positions while they finish their coursework	Strategic planning, lots of hiring, enrollment season for 23-24
I will probably just drop in for the first 30 minutes. Let me know if that makes sense.			
	Yes, we have a large summer school program.		A lot!
Substitute teachers, well formed prospective teachers, professional development on UDL, UA, MTSS, learning differences	Yes. We have a 7-week morning only academic program starting June 12	Emotional resilience of young educators Educator capacity to serve the learning needs of diverse learners	Teacher retention issues largely due to social-emotional issues of young educators

		Educator capacity to handle challenging parents	
Continue to be a great partner with quality programming and sending student teachers and interns to us; offer programming to enable our interested community members and staff opportunities to earn credentials.	Yes	Opening fully staffed in Special Education as we expand our teaching teams to ensure Special Education teachers have two preparation periods and expand co-teaching and mental health.	We are embracing diversity, equity, inclusion and access.
Provide collaboration in teacher preparation and recruitment	Yes	Educator preparation for using AI as tech tool and how we are more effectively preparing learners to live and work in the future with these new innovations. Diversity in the educator workforce	We have two residency grants with SJSU
Continued program growth, recruitment, partnership	Yes. 1 month program facilitated by YMCA.	1. Staffing for specialized positions 2. Understanding the changing dynamic of education	Preparing for Universal TK, Strategic Planning
Teacher credentialing certification for Montessori diplomas, continuing education, community among Montessori's	Yes	Return to normal!	Settling in after covid, dealing with absences and staffing
Do you have professors who would like to address the principals on an area of expertise?	Summer School, Saint Eugene Santa Rosa	Qualified Teachers Enrollment in private schools	Creating a future leadership cohort

partnering to send professionals to Open Mind School for professional experiences	yes we are year round	would love to have student interns to volunteer and intern	
Assist us in getting qualified candidates, hold a job fair again please. Thank you.	Yes we have summer school and ESY programs	Ensuring full staffing. Retention of qualified staff	I am not sure what this question is in reference to .
Takes a village.	N/A	1 Teacher hiring and retention trends 2. Teacher burnout post Pandemic	N/A
	Yes, through a partnership with the YMCA.	Staffing, Teacher Mental Health and Wellness	We are wrapping up strategic planning, rolling out TK, and engaged is middle school redesign.

Position: Assistant Professor / Associate Professor of Education

Reports to: Dean, School of Education

Status: Full-time 12 - month, Tenure track, Start date: August 15, 2008

General Description:

Notre Dame de Namur University seeks a multifaceted instructor for its Single Subject credential program with experience in diverse public-school settings. The candidate should have the ability to oversee the credential and MA Programs, be familiar with California Commission on Teacher Credential Single Subject Program Standards and Teaching Performance Expectations, and collaborate with faculty in program review and development. The candidate should have a broad knowledge and wide variety of skills in education with the ability to teach student teaching seminars, general secondary curriculum classes, foundation classes and some specific pedagogy classes (e.g. Science, Math, English, Social Sciences, etc.) for secondary school teachers. In addition, the candidate is expected to advise candidates in the single subject credential program during the summer. In addition, the candidate will be expected to support student teachers and other students through advising and supervising in single subject classrooms.

Specific Responsibilities/Duties:

- Candidates should have demonstrated experience and expertise both teaching in diverse settings as well as mentoring peers in development of their teaching skills.
- Candidates must be familiar with universal design for learning and use of technology to support all students, including special education students, in general education classrooms.
- Candidates should show a readiness to participate in school/university partnerships and new initiatives for the purposes of research and teacher preparation.
- Candidates should have a working knowledge of web-based instruction. Experience teaching online, in hybrid, synchronous and asynchronous modalities, preferred.

Qualifications

- Ph.D./Ed.D. in education required.
- Clear California Credential required.
- Knowledge or experience with teacher preparation and induction
- Successful higher education teaching experience preferred.
- Demonstrated scholarship in the field of education; requisite scholarly record to warrant appointment at the assistant or associate professor rank.
- Experience in PK-12 school systems serving diverse students.
- Experience supervising teacher candidates in field settings, preferred.

- Familiarity with CTC, Department of Education, and legislation governing teacher education.
- Ability to work collaboratively with students, faculty, and staff.

Application Procedures

NDNU is committed to providing an educational environment that supports a diverse student population. Complete application at: <https://www.ndnu.edu/human-resources/jobs/>

Please upload a current CV/Resume and a cover letter. In your cover letter, please include information about your experiences in working in a diverse environment, and what qualities you would bring to supporting NDNU's commitment to inclusive excellence.

Position: Assistant Professor of Education, Multiple Subject Credential Program

Reports to: Dean, School of Education

Status: Full-time 9-month, Non-Tenure Track

Start date: month, day, year

General Description:

Notre Dame de Namur University seeks a multifaceted instructor for its Multiple Subject credential program with experience in diverse public-school settings. The candidate should have the ability to oversee the credential and MA Programs, be familiar with California Commission on Teacher Credential Multiple Subject Program Standards and Teaching Performance Expectations and collaborate with faculty in program review and development. The candidate should have a broad knowledge and wide variety of skills in education with the ability to develop and teach Foundation classes and Pedagogy classes(e.g. Science and/or Math) for elementary grades. In addition, the candidate will be expected to support student teachers and other students through advising and supervising in TK-8 classrooms.

Specific Responsibilities/Duties:

- Candidates should have demonstrated experience and expertise both teaching in diverse settings as well as mentoring peers in development of their teaching skills.
- Candidates must be familiar with universal design for learning and use of technology to support all students, including special education students, in general education classrooms.
- Candidates should show a readiness to participate in school/university partnerships and new initiatives for the purposes of research and teacher preparation.
- Candidates should have a working knowledge of web-based instruction. Experience teaching online, in hybrid, synchronous and asynchronous modalities, preferred.

Qualifications

- Ph.D./Ed.D. in education required.
- Clear California Credential required.
- Knowledge or experience with teacher preparation and induction
- Successful experience teaching a range of education courses at the graduate level.
- Demonstrated scholarship in the field of education.
- Experience in PK-12 school systems serving diverse students.
- Experience supervising teacher candidates in field settings, preferred.
- Familiarity with CTC, Department of Education, and legislation governing teacher education.
- Ability to work collaboratively with students, faculty, and staff.

Application Procedures

NDNU is committed to providing an educational environment that supports a diverse student population. Complete application at: <https://www.ndnu.edu/human-resources/jobs/>

Please upload a current CV/Resume and a cover letter. In your cover letter, please include information about your experiences in working in a diverse environment, and what qualities you would bring to supporting NDNU's commitment to inclusive excellence.

Seeking Part-Time Special Educ Faculty and University Supervisors

Description: Notre Dame de Namur University (NDNU) School of Education is recruiting part-time faculty and University Supervisors for its Special Education Program to begin in fall 2022. The program offers the Education Specialist Mild/Moderate [Mild/Moderate Support Needs] and Education Specialist Moderate Severe [Extensive Support Needs] Teaching Credentials as well as a Master of Arts in Special Education.

For faculty positions, NDNU seeks strong candidates with Special Education experience teaching in P-22 public and private school settings. Candidates should have the ability to work with the Program Director and current faculty to plan and teach foundational special education courses [program management, counseling, assessment, etc.] and/or courses specific to either Mild/Moderate or Moderate/Severe credentials. Faculty candidates must be able to teach courses, in-person and in hybrid format, in late afternoon/evenings as well as on weekends.

For University Supervisor positions, NDNU seeks strong candidates who have experience teaching in Special Education P-22 public and/or private school settings as well as experience in peer mentoring/support for in-service teachers, interns, and/or credential candidates. University Supervisors candidates must be available to observe credential candidates during P-22 school hours as well as attend afternoon University Supervisor meetings.

Qualifications

- Clear California Education Specialist Teaching Credential (either Mild/Moderate or Moderate/Severe) required. Professional development/advanced degree in Special Education or related fields preferred.
- Significant successful experience teaching in P-22 Special Education classrooms with diverse student populations.
- Expertise in mild moderate and/or severe disabilities.
- Familiarity with universal design for learning, technology for individuals with disabilities, and Response to Intervention (RTI).
- Knowledge and/or experience with teacher preparation, induction, and peer coaching.
- Familiarity with CTC standards/credential requirements as well as state and federal laws and legislation governing special education.
- Ability to work collaboratively with diverse colleagues, students, and faculty
- Compatibility with the mission and vision of the University and School of Education philosophy.

Application Procedures

NDNU is committed to providing an educational environment that supports a diverse student population. Complete application at: <https://www.ndnu.edu/human-resources/jobs/>

Please upload a current CV/Resume and a cover letter. In your cover letter, please include information about your experiences in working in a diverse environment, and what qualities you would bring to supporting NDNU's commitment to inclusive excellence.

Seeking Part-Time Program Director/Faculty for the Special Education Program

Description: Notre Dame de Namur University (NDNU) School of Education is recruiting Program Director/faculty for its Special Education Program to begin in summer 2022. The program offers the Education Specialist Mild/Moderate[Mild/Moderate Support Needs] and Education Specialist Moderate Severe {Extensive Support Needs}Teaching Credentials as well as a Master of Arts in Special Education.

NDNU seeks a strong candidate with Special Education experience in public school settings. The candidate should have the ability to oversee the credential and MA programs, be familiar with California Commission on Teacher Credential Education Specialist Program Standards and Teaching Performance Expectations, collaborate with faculty and university supervisors in program review and development, teach courses, and advise/mentor candidates in the program. The Program Director will collaborate with School of Education colleagues in the Multiple Subject Credential, Singles Subject Credential, Administrative Services Credential programs, and other MA program on university and school-wide projects as well as outreach to the K-12 education community.

Specific Responsibilities/Duties:

- Candidates should have demonstrated experience and expertise both teaching in P-22 special education settings as well as mentoring peers and credential candidates in development of their teaching skills.
- Candidates must be familiar with universal design for learning, technology for individuals with disabilities, and Multi-Tiered Systems of Support (MTSS).
- Candidates should show a readiness to participate in school/university partnerships and new initiatives for the purposes of research and teacher preparation, and have a working knowledge of web-based instruction.

Qualifications

- MA in Special Education or related field required. Ph.D./Ed.D. in Special Education or closely related field preferred.
- Clear California Education Specialist Teaching Credential (either Mild/Moderate or Moderate/Severe) required.
- Significant successful instructional experience in teaching, research or administration relating to Special Education.
- Expertise in moderate and severe disabilities.
- Knowledge and/or experience with teacher preparation, induction, and peer coaching.
- Experience in K-12 school systems serving diverse students.
- Successful higher education teaching experience and/or special education administrative experience is preferred
- Familiarity with CTC standards/credential requirements as well as state and federal laws and legislation governing special education.
- Ability to work collaboratively with diverse colleagues, students, and faculty

- Availability to attend School of Education meetings during the day and early evening as well as teach courses in late afternoon/evening as well as weekends.
- Compatibility with the mission and vision of the University and School of Education philosophy.

Application Procedures

NDNU is committed to providing an educational environment that supports a diverse student population. Complete application at: <https://www.ndnu.edu/human-resources/jobs/>

Please upload a current CV/Resume and a cover letter. In your cover letter, please include information about your experiences in working in a diverse environment, and what qualities you would bring to supporting NDNU's commitment to inclusive excellence.

NOTRE DAME DE NAMUR UNIVERSITY
School of Education

**APPLICATION for a MULTIPLE or SINGLE SUBJECT CREDENTIAL RECOMMENDATION
to the California Commission On Teacher Credentialing (CTC)**

Teaching credentials are not issued automatically upon completing the program. All California educational credentials are issued by the California Commission on Teacher Credentialing (CTC) on the basis of a recommendation from NDNU. You must complete, sign, and submit this application form in order to be recommended to the CTC.

Directions: Preliminary Credential

1. Complete the attached NDNU *Application for Credential Recommendation* and submit to the NDNU Credentials Office (JB Hall 128) by email to thanna@ndnu.edu, postal mail or in person. Your student account will be charged the \$80 credential/masters audit fee.
Exempt from fee:
*Applications for Internship credentials
*Candidates for whom this is a second NDNU preliminary credential. (Sorry, if you had a no-audit-fee internship credential you still get billed for the fee)
 2. After submission of your *Application for Credential Recommendation*, the Credential Analyst will audit your file for completeness. Any course substitutions (based on experience, or on courses taken elsewhere) need a course substitution form signed by your advisor and relevant official transcripts in your credential file.
Be sure you have a) submitted a copy of a valid CPR card (Adults/children/infants) (email to thanna@ndnu.edu) b) completed the US Constitution requirement (course, exam or CSU grad), and c) (for multiple subjects candidates only) submitted passing RICA scores . You will be notified of any missing documentation or requirements.
 3. Within approx. 10-14 days of NDNU recommendation, the CTC will send you an email to the address they have on file. To check or change your CTC email address go to www.ctc.ca.gov. Electronically complete the form they send and pay the State of California credential fee. (currently \$100) **You must complete this step to be issued a credential by the CTC.** In 10-14 days after payment of the state fee, you will receive your credential from the CTC by email. Your “official” credential is on the CTC website ctc.ca.gov, which is available for employers to check. The CTC now offers a “suitable for framing” document on their website under “How to view and print your document.”
-

Directions: Internship Credential:

Same as above, except NO CPR card, RICA or \$80 NDNU audit fee required.

Requirements: University Internship Credential

1. Basic Skills Requirement, Subject Matter Competency Verification, coursework and fieldwork prerequisites must be completed.
2. Must have fingerprints cleared (see below), US Constitution requirement met, negative TB test on file.
3. Must have written approval of your program's Placement Coordinator and Director for specific internship.
4. Must submit verification of district's internship offer (letter, contract or email from HR).
5. Check "internship" box on form and **specify district and contact name**.

(continued)

CTC Certificate of Clearance with LiveScan fingerprints: You must have your fingerprints cleared **through the CTC** to be eligible for a credential. To check if you have been cleared by the CTC go to www.ctc.ca.gov, and click "look up an educator" If you have a credential, sub credential, or "certificate of clearance" you have been cleared. If not, follow the procedures listed here: [How to apply for a certificate of clearance](#). You may have done fingerprints before for private school or a public school district, but the CTC requires fingerprints to be submitted and cleared through the CTC in order to issue credentials.

Notes:

- **Don't forget to sign and date form**●

Master's candidates: Masters Degree candidates MUST also complete Graduate Audit Form for the graduate degree. See Office of the Registrar (650-508-3521) for information. Masters and Masters/Credential students pay one credential/masters audit fee.

Graduation: Program completers are invited to participate in the **Spring Commencement Ceremonies!** If you are a Credential-only student and would like to participate, you must submit a completed [Petition to Walk Form](#) to the Credentials Office no later than February 1. Masters-only and Masters/Credential students should contact the Registrar's Office (650-508-3521) for forms and deadlines. Questions about guest tickets, gowns and academic regalia, parking, etc. should be directed to the Graduation Center (650-508-3725)

Supplemental and added subject-matter teaching authorizations: Discuss with Credentials Analyst. Most economical to apply at same time as initial credential, but may elongate processing time.

Clear Credential: To clear your credential typically requires a two year induction program through your employing school district. Under limited circumstances, those working in private schools may complete a CTC-approved university or district based clear program (either induction- or coursework-based).

Address Changes: Please be sure to update mailing address changes with the REGISTRAR'S OFFICE.

Questions? Credentials Office: JB Hall 128
Terrance Hanna, Credentials Analyst
Email: thanna@NDNU.edu Phone: (650) 508-3545

**Please keep copies of test scores, fingerprint forms, course substitution forms, etc., submitted to the Credentials Office or the University.
Many of the documents required for your credential will be required later for employment.**

KEEP THIS PAGE FOR YOUR RECORDS

Date Submitted: _____ NDNU Student ID# _____

Credential Recommendations will be processed when ALL academic and statutory requirements have been met. If the \$80 Audit fee is required, the NDNU Business Office will bill it to your student account.

NOTRE DAME DE NAMUR UNIVERSITY
School of Education and Leadership

APPLICATION for CREDENTIAL RECOMMENDATION to the CTC
Special Education OR Administrative Services

Teaching credentials are not issued automatically upon completing the program. All California educational credentials are issued by the California Commission on Teacher Credentialing (CTC) on the basis of a recommendation from NDNU. You must complete, sign, and submit this application form in order to be recommended to the CTC.

Directions: Preliminary Credential

3. Complete the attached NDNU *Application for Credential Recommendation* and submit to Terrance Hanna in the NDNU Credentials Office (JB Hall 128) by email to thanna@ndnu.edu, postal mail or in person. Your student account will be assessed \$80 by the Business Office. Only one audit fee is required for both the credential and the Masters degree.
Exempt from fee:
 - Applications for Internship credentials
 - Candidates who have earned a previous preliminary (non-internship) credential at NDNU
4. After submission of your *Application for Credential Recommendation*, the Credential Analyst will audit your file for completeness. Any course substitutions (based on experience, or on courses taken elsewhere) need a course substitution form signed by your advisor and relevant official transcripts in your credential file.
 - a. SPED Candidates: Be sure you have a) submitted a copy of a valid CPR card (Adults/children/infants) (email to thanna@ndnu.edu) b) completed the US Constitution requirement (course, exam or CSU grad), and c) passed the RICA. You will be notified of any missing documentation or requirements.
 - b. Administrative Services Candidates: Be sure you have a) selected preliminary or Certificate of Eligibility b) submitted verification of 5 years of full time teaching experience on preliminary teaching credential (not counting internship)
3. Within approx. 10-14 days of NDNU recommendation, the CTC will send you an email to the address they have on file. To check or change your CTC email address go to www.ctc.ca.gov. Electronically complete the form they send and pay the State of California credential fee. (currently \$100) **You must complete this step to be issued a credential by the CTC.** In 10-14 days after payment of the state fee, you will receive your credential from the CTC by email. Your “official” credential is on the CTC website ctc.ca.gov, which is available for employers to check. The CTC now offers a “suitable for framing” document on their website under “How to view and print your document.”

Directions: SPED Internship Credential:

Same as above, except no CPR card, RICA or \$80 NDNU audit fee required.

Requirements: University Internship Credential

6. Basic Skills Requirement, Subject Matter Competency Verification, coursework and fieldwork prerequisites must be completed.
7. Must have fingerprints cleared (see below), US Constitution requirement met, negative TB test on file.
8. Must submit completed, signed IAF form to Placement Coordinator who will send written approval of specific internship to Credentials Office.
9. Must submit verification of district's internship offer (letter, contract or email from HR).
10. Check "internship" box on form and **specify district and contact name** . (continued next page)

CTC Certificate of Clearance with LiveScan fingerprints: You must have your fingerprints cleared **through the CTC** to be eligible for a credential. To check if you have been cleared by the CTC go to www.ctc.ca.gov , and click "look up an educator" If you have a credential, sub credential, or "certificate of clearance" you have been cleared. If not, follow the procedures listed here: [How to apply for a certificate of clearance](#). You may have done fingerprints before for private school or a public school district, but the CTC requires fingerprints to be submitted and cleared through the CTC in order to issue credentials.

Notes:

- **Don't forget to sign and date form**●

Master's candidates: Masters Degree candidates MUST ASLO complete Graduate Audit Form for the graduate degree. See Office of the Registrar (650-508-3521) for information.

Graduation: Program completers are invited to participate in the **Spring Commencement Ceremonies!** If you are a Credential-only student and would like to participate, you must submit a completed [Petition to Walk Form](#) to the Credentials Office no later than February 1. Masters-only and Masters/Credential students should contact the Registrar's Office (650-508-3521) for forms and deadlines. Questions about guest tickets, gowns and academic regalia, parking, etc. should be directed to the Graduation Center (650-508-3725)

Certificate of eligibility (for ASC Candidates): Because the Administrative Services Credentials are two tiered and candidates have 5 years to complete the "clear" requirements, candidates should apply for the preliminary credential ONLY if they have secured employment as an administrator. In order to avoid "starting the clock" on Clear requirements, Administrative Services program completers without an administrative position or employment offer may be issued a "Certificate of Eligibility" for the preliminary credential by the CTC [a "placeholder" of sorts, which verifies completion of requirements and does not expire] and may apply for the preliminary credential when an administrative position is secured. Once the preliminary credential is issued, the 5 year "clock" for completing clear requirements starts ticking.

SPED Clear Credential: To clear your credential typically requires a two year induction program through your employing school district. Under limited circumstances, those working in private schools may complete a CTC-approved university- or district-based clear program.

Address Changes: Please be sure to update mailing address changes with the REGISTRAR'S OFFICE.

Questions? Credentials Office: JB Hall 128
Terrance Hanna, Credentials Analyst
Email: thanna@NDNU.edu Phone: (650) 508-3545

**Please keep copies of test scores, fingerprint forms, course substitution forms, etc., submitted to the Credentials Office or the University.
Many of the documents required for your credential will be required later for employment.**

Credential Recommendations will be processed when ALL requirements have been met and all financial obligations, including \$80 processing fee, are cleared through the Business Office.

Education Specialist Preliminary Credential

MMSN⁺ ☐ ESN⁺ ☐

Effective Date:

Name:

Student ID#:

Email:

Entrance to program

Bachelors posted on transcript ☐ Univ: _____

Prior teaching credential? ☐ No ☐ Yes; submit copy to admissions+ prog. director + cred. office

For Fieldwork (Student Teaching or Internship) Above, plus:

Basic Skills Requirement (BSR)	☐	CBEST Date _____
	☐	Coursework
Subject Matter Competency	☐	☐ CSET: Subj. _____ Date _____
		☐ Coursework: _____
		☐ Hold Calif. Gen. Ed. credential _____
Negative TB test w/in 2 years	☐	Date _____
CTC Certificate of Clearance (fingerprints)	☐	www.ctc.ca.gov

Course	course#	Units	Completed	Sub.	Signed
Teach English Lang Learners ELL	4107	3	☐		
Special Ed Program Mgmt	4200	3	☐		
Curriculum & Instructional Adaptations (pre-/co-requisite:4200)	4234 M/M 4237 M/S	3	☐ 4234 MMSN ☐ OR 4237 ESN ☐		
Clinical Assessment§	4203	4	☐		

Internship credential requirements: Above + Constitution + Offer ltr. + Approval of placement coord.

U.S. Constitution requirement: Approved course, CSU grad, or NDNU online exam: www.USConstitutionExam.com	☐ College Course _____ OR ☐ Exam date _____ OR ☐ CSU grad _____	Met ☐
--	--	---------------------------------

Intern Only: Offer of employment by approved public school dist	☐
Intern Only: Approval of program director ☐ and placement coordinator ☐	☐
Intern Only: Active MOU w/ district ☐ Completed ICAP (IAF) ☐ Orientation agreement ☐	☐

For Preliminary Credential: All the above, plus:

+

<i>Requirement/ Course</i>	<i>course #</i>	<i>Units</i>	<i>Completed</i>	<i>Substitution</i>	<i>Form signed</i>
Student/Intern teaching I	4230	3	☐		
Student/Intern teaching II	4231	3	☐		
Technology for SPED	4207	3	☐		
Health Education	4116	1	☐		
Counseling in SPED	4209	3	☐		
Soc/Multicultural found.	4104	3	☐		
Psych & Dev. found.	4100	3	☐		
*Reading Primary	4330	3	☐		
*Reading Upper	4333	3	☐		

MMSN take:

*Curriculum Math	4336	2	☐		
*Curriculum sci	4338	1	☐		
Curriculum soc sci	4337	1	☐		

Total: 43 units

ESN take:

Teach stud w/mtr/sensry/hl	4251	2	☐		
Core Curr; severe disablt	4252	2	☐		

Total: 46 units

40 hours observation in Gen. Ed. classroom; signed form to Cred. Office	☐
---	--------------------------

For credential:

☐ RICA	Date _____
☐ CalTPA	Scores submitted to Credentials Office by CalTPA director; admitted fall 2022 or later
☐ CPR card	Adults/children/infants (cards are valid for 2 years)
☐	Request for Recommendation (Audit) form; <i>available on NDNU credential website under "forms"</i>
\$80 NDNU Audit Fee: Business Office will bill you Exempt: ☐ Internship ☐ previous (non-intern)NDNU cred	

*Concurrent enrollment in student teaching is **required**.

§Concurrent enrollment with fieldwork is OK

† Dual recommendation for MMSN + ESN requires both 4234 + 4237 AND a 3rd semester of fieldwork.

Multiple Subjects Credential--Requirement Checklist

Name: _____ Student ID#: _____

Required to advance to Fieldwork (Student Teaching or internship):

<i>Requirement</i>	<i>Met</i>	<i>Date/Detail</i>	<i>Initial</i>
Bachelors posted	☐	Univ: _____	
Early field exp	☐	☐ Document 40 hrs	
Basic Skills Requirement	☐	☐ CBEST Date _____ ☐ Undergrad cswrk substitution approved	
Subject Matter Competence	☐	☐ CSET (all subtests) or ☐ CTC-approved major or ☐ Coursework evaluation or ☐ Mix evaluation and subtests (CSET subtests passed: _____)	
CTC Certificate of Fingerprint Clearance	☐	☐ Currently valid CTC credential	
Negative TB test (within 2 yrs.)	☐		
Signed Release of Liability form	☐		

Courses required for preliminary credential:

<i>Course</i>	<i>Course# EDU</i>	<i>Units</i>	<i>Met</i>	<i>Substitution#</i>
Educational Psych	4100	3	☐	
Soc. & Multicultural	4104	3	☐	
Teaching English Learners	4107	3	☐	
Special Education	4110	2	☐	
Educational Technology	4113	1	☐	
Health Education	4116	1	☐	
*Assessment	4119	3	☐	
*Reading, Primary	4330	3	☐	
*Reading, Upper	4333	3	☐	
*Curriculum; Math	4336	2	☐	
*Curriculum; Soc Stud.	4337	1	☐	
*Curriculum; Sci	4338	1	☐	
Student teach I + Orientation	4342	3	☐	
Student teaching II or internship†	4345	3	☐	
	total	32		

*Concurrent enrollment in student teaching **is required**

‡Any course substitution or waiver requires substitution form signed by Dr. Demaree to be on file in the Credentials Office

Other requirements for preliminary credential

U.S. Constitution requirement For NDNU's online exam see: www.USConstitutionExam.com	☐	☐ Course(s) # _____ @univ: _____ ☐ CTC-approved Exam: Date: _____ ☐ CSU BA/BS--campus: _____
CalTPA	☐	Scores submitted to credentials office by CalTPA director
RICA	☐	Date completed:
Valid CPR card (within 3 yrs.)	☐	Required: Adults/Children/Infants. Date:

Application form and fees

Request for Credential Recommendation ("Audit") form	☐	Date submitted: _____
NDNU Audit Fee <i>Internship credential is fee-exempt</i>	☐	\$80 billed by NDNU business office
In addition, the California CTC requires an electronic application and a \$102.50 fee		

The preliminary credential is valid for 5 years. The clear teaching credential requires a BTSA induction program in your first teaching position while holding the preliminary credential.

†A note on internships:

- Paid internship opportunities are occasionally available in the second semester. Student teaching done as a paid internship in a public school requires a University Internship Credential from the CTC.
- Requirements in addition to Student Teaching requirements (CBEST, CSET, Fingerprint clearance, TB test):
1. Five courses completed prior to beginning internship: 4100 Psych, either 4336 or 4339 Curriculum, 4330 Reading, 4107 ELL, 4342 Student Teaching I
 2. Approval of Program Director & Placement Coordinator
 3. U.S. Constitution requirement completed
 4. Offer of employment letter from district
 5. University Internship Credential application submitted to Credentials Office

Single Subject Requirement Checklist
(Submit all documentation to Credentials Office)

Name:

Subject:

Student ID#:

Required to advance to fieldwork-- Student Teaching or Internship

<i>Requirement</i>	<i>Met</i>	<i>Date/Detail</i>	<i>Initial</i>
Bachelors degree posted on transcript	☐	Univ: _____	
Classroom field experience/ target age	☐	☐ Document 40 hrs.	
Basic Skills Requirement	☐	☐ CBEST Date _____ ☐ Undergrad cswrk substitution approved	
Subject Matter Competence	☐	☐ CSET (all subtests) or ☐ CTC-approved major or ☐ Coursework evaluation or ☐ Mix evaluation and subtests (CSET subtests passed: _____)	
CTC Cert. of Clearance (fingerprints)	☐	☐ Or previous Calif. credential	
Neg. TB test verification (within 2 yrs.)	☐		
Signed Release of Liability form	☐	Form: www.NDNU.edu (credential page)	

For optional Internship credential: All above + box below

US Constitution requirement For NDNU's online exam go to: www.USConstitutionExam.com	☐	☐ Approved Course(s): _____ ☐ Exam: Date: _____ ☐ CSU grad _____
--	--------------------------	---

Courses required to be completed to be eligible for Internship credential

<i>Course</i>	<i>Course #</i>		<i>Units</i>	<i>Notes</i>	<i>Initial</i>
Psych & Developmental Found	4100	☐	3		
*Secondary Curriculum	4407	☐	2		
*Teaching and Pedagogy	4404	☐	3		
*Lang. & Lit in Content area	4410	☐	3		
Found. for Teach Eng. Learners	4107	☐	3		
Student Teach I	4442	☐	3		

Required ONLY for Internship credential (submit to credentials office):

For optional internship credential

Credential recommendation request (audit) form for internship**	☐
Offer of employment letter from district	☐
Written approval of Program Director + Placement Coordinator	☐

Requirements for preliminary† credential: All above + all below

Requirement/ Course	Course #	Met	Units	Semester/Substitution	Initial
*Assessment	4119	☐	3		
Soc & Multicultural	4104	☐	3		
Technology Ed	4113	☐	1		
Health Ed	4116	☐	1		
Special Ed	4110	☐	2		
Student Teach II	4445	☐	3	☐ CalTPA verification	
			30		

To be recommended for credential, submit to Credentials Office:

CPR card	☐	☐	Required: Adults/Children/Infant CPR
Credential recommendation form**(audit)	☐	☐	Form at www.NDNU.edu (credential page)
\$80 NDNU Audit Fee	☐	☐	Will be billed by NDNU business office

*Required concurrent enrollment in either 4442 or 4445 Student Teaching

**After recommendation, the CTC will email you an additional electronic form and requires a \$100 fee

†The preliminary credential is valid for 5 years. The clear teaching credential requires a BTSA induction program in your first teaching position while holding prelim.credential.

