

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Education and Integrative Studies
Department of Education

CREDENTIAL PROGRAM ADMISSIONS

Information Packet and Forms

For the following programs:

Multiple Subject (Elementary Education)

Single Subject (Secondary Education)

Education Specialist (Special Education)

For additional information, please contact the

Credential Services Office

College of Education and Integrative Studies

<http://www.csupomona.edu/~cso/index.shtml>

LOCATION: Building 6, Room 212.

PHONE: 909-869-4400

HOURS: Monday through Friday 8 AM to 5 PM

REVISED – April 2013

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WELCOME!

This packet is organized to provide you with as much information as possible in one, complete packet. *Information in italics is explanatory advice.* Information in standard text is factual information. *Even though we know you will use the table of contents to locate relevant forms and information, please READ the ENTIRE PACKET first. Following directions and comprehending instructions is the first demonstration of a valuable skill as an educator.*

WELCOME!

So you want to be an educator!

Being an educator is a very unique and special profession. You will have the responsibility of educating our most important resource --- our children. Parents, families, and caregivers will rely on you to recognize and foster the talents within their children. As citizens, we expect you to educate our children to meet academic standards and prepare them to be productive, global citizens. Everyone has high expectations of teachers. And at Cal Poly Pomona, we have high expectations of those who choose to begin programs in education. As we work toward guiding you to meet the state credential requirements, we ask ourselves: Would we want you to be teaching our children? That is a high standard. It is the same standard you should hold for your self. Become the educator you want your own children and family to have!

We have organized the program admissions information by questions we think you might want answers to, as you progress through the program from admissions to credentialing.

Is Cal Poly Pomona the right place for you?

Every program and faculty has a knowledge-base and philosophical perspective from which they develop their programs and practices. This is ours. Is this the perspective you hold?

Mission Statement: The mission of the Department of Teacher Education is to effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling.

Philosophical Statement: The Department of Teacher Education is committed to the pursuit of excellence in education and to the search of new knowledge about learning and the educational process. The University, through the Department of Education, accepts the responsibility for the preparation of K-12 Teachers and Administrators. The Department strives to provide equal educational opportunities for all qualified candidates who wish to obtain a California Teaching Credential, an Administrative Services Credential, and/or a Master of Arts Degree. The Faculty of the department seek to develop Credential and Master's Candidates who:

1. exhibit respect for the worth and dignity of all students, regardless of academic achievement, intellectual potential, social maturity, gender, ethnic, cultural or racial background;
2. are academically competent in their field of subject-matter expertise;
3. demonstrate pedagogically sound methods of teaching and apply them appropriately to meet individual and collective student needs;
4. are committed to lifelong learning, are stimulated by open inquiry, and desire to share these qualities with others;
5. have an educational foundation that will enable them to serve anywhere in our nation's schools.

What credential programs does Cal Poly Pomona offer?

First you will need to know what grade level range you want to teach. There are three “basic” credentials, one for each general type of teacher – elementary teacher, secondary teacher, and special education teacher. The names of the credential you are seeking probably do not seem that clear by the state defined title. Learn the correct title of the credential you are seeking.

Multiple Subject Credential (Elementary School Teacher)

- SB 2042 Preliminary Multiple Subject Credential with English Learner Authorization
- SB 2042 Preliminary Multiple Subject with Bilingual Authorizations

Single Subject Credential (Secondary School Teacher)

- SB 2042 Preliminary Single Subject Credential with English Learner Authorization
- SB 2042 Preliminary Single Subject Credential with Bilingual Authorizations

Single Subject Areas:

Agriculture/Ag Specialist	English	PE	Spanish
Art	Geosciences	PE/Adapted PE	
Biological Sciences	Geosciences, Specialized	Physics	
Biological Sciences, Specialized	Mathematics	Physics, Specialized	
Chemistry	Mathematics Foundational Level	Science, Foundational Level General	
Chemistry, Specialized	Music	Social Sciences	

Education Specialist Credential (Special Education Teacher)

- Preliminary Education Specialist Credential: Mild/Moderate (with English Learner & Bilingual Authorizations)
- Preliminary Education Specialist Credential: Moderate/Severe (with English Learner & Bilingual Authorizations)

Certificates and Added Authorizations are also available in the area of Autism Spectrum Disorders.

NOTE: - You can earn more than one credential. Credential Analysts have additional information on combined or dual credential opportunities.

I am bilingual. What are my choices?

You have expertise that many of our schools need and want. Good for you!

The Bilingual Authorization (BL) may be applied to a basic Multiple Subject, Single Subject, or Education Specialist credential.

The BL provides specialized instruction to individuals for whom English is a second language. Specifically, it authorizes instruction for 1) English Language Development (ELD) in preschool, K-12, and adults (restrictions apply to holders of Children's Center Permits, Child Development Permits, and Designated Subjects Teaching Credentials), 2) Specially Designed Academic Instruction in English (SDAIE) in the subjects and grade levels authorized by the basic credential or permit, and 3) instruction for primary language development and content instruction delivered in the primary language in the subjects and grade levels authorized by the basic credential or permit.

We offer the BL in Cantonese, Mandarin, and Spanish at Cal Poly Pomona. We are part of a consortium of campuses that work together to offer the BL in Asian languages. See the Bilingual Programs Coordinator, Dr. Myriam Casimir, for more details.

I want to be an Intern. How can I do that?

Being an intern can be very difficult as you will generally not yet have all the background to be able to manage the classroom and teach as effectively. The best interns are those with significant prior experience in working in schools and classroom settings within similar context for which they are being hired. If you have any reservations, we suggest that you stay with the teacher preparation program for maximum practice and support to become an excellent teacher.

An Intern is defined as a teacher candidate who has not completed a teacher preparation program but does have a degree in the subject area or has already met the subject matter requirement. To be an Intern, you must already have a position with a school district. The university DOES NOT locate employment for those wishing to be an intern. The employing district must have made significant efforts to find a fully qualified teacher but was unable to find one for the position. Even if you have an intern position, you must have a GPA of 3.0 or higher and have demonstrated maturity and competence to work with students for us to consider admitting you. For more information on the Intern programs, contact Beth Djonne, Intern Coordinator, for more details.

What are the basic steps in the admissions process?

There are multiple parts to the process. No, we are not trying to be difficult. We just have to be sure that all teacher candidates meet all the university and state requirements. If you don't know already, you will learn that patience is necessary when dealing with state mandated requirements and programs. We are here to help you!

The process of earning a teaching credential includes the following basic steps:

1. Admission to the university - Cal Poly Pomona*
2. Admission to the specific credential program
3. Approval to proceed into Clinical Practice
4. Application for the Credential
5. Meeting all assessment requirements

Qualifications: Evaluation of student qualifications as a credential applicant includes:

1. Personal Adjustment: Evidence of satisfactory personal adjustment, habits, interests and attitudes as shown by evaluation instruments, observations, interviews, and faculty ratings.
2. Physical Fitness: Evidence of good physical health.
3. Scholarship: Must meet appropriate GPA at the time of admission, and must maintain a GPA of 3.0 in all classes attempted including Clinical Practice. Credential coursework grades lower than a "C" may not be applied towards completion of credential requirements. Additionally, an earned grade of Credit "CR" is required in each block of Clinical Practice to earn a University recommendation for a teaching credential. During Clinical Practice students receiving a grade of B or higher will convert to Credit "CR". Grades lower than B- will be converted to No Credit "NC".
4. Professional Attitude: Documents evidence of ability and willingness to work with pupils, parents and school personnel through successful experiences working with children and youth/or other school related activities.

The University sponsorship of the Credential Applicant is a voluntary act that is offered only when the student has successfully completed (in the judgment of the University) all the professional preparation requirements.

General Information: The University is authorized by the Commission on Teacher Credentialing (CTC) to recommend qualified Credential Candidates for the Multiple Subject (Elementary), Single Subject (Secondary) and

Education Specialist (Special Education) Teaching Credentials under the credentialing provisions of SB 2042. All students seeking Credentials must meet CSU, CTC, and University approved program requirements.

*Applicants who do not meet the University requirement for admission (2.50 GPA) may apply for **Special Consideration**. To apply for Special Consideration, the applicant must schedule an interview with the Department Chairperson and submit a written statement at the time of interview addressing reason(s) for special consideration.

Continuous Enrollment Status: Candidates are encouraged to maintain consistent enrollment. Students may "stop-out" for two consecutive quarters without filing a Leave of Absence. Candidates seeking more time are required to submit a Leave of Absence with the Registrar's Office. Candidates who are absent for three quarters or more, or who fail to submit the Leave of Absence will be required to reapply to the University and to the credential program.

NOTE: Any changes made to the program during absences will be added to the candidate's plan, regardless of whether or not, a Leave of Absence was filed.

Program Admissions Packet Instructions

The latest time to apply to the program is the quarter before you intend to start the program. The best way to begin the process is to PLAN AHEAD. You are doing that now by reading this packet. Good for you!

To be fully considered for admission to any credential program, you must complete ALL of the steps listed below by the appropriate deadline and submit all items requested to the appropriate Credential Analyst on the second floor in building 6. Teacher candidates who submit a fully completed packet will have a higher likelihood of being successful in the process.

If you are applying the quarter before you intend to start, you may find that there are several aspects of the admissions requirements that you have not quite completed because, for example, you are currently enrolled in a prerequisite course that won't be finished until the end of the quarter. In the case of requirements that are not fully met, please include explanatory information on when you will have the requirement fulfilled. If you fail to help us understand where you are with each requirement, we will be forced to return your application and wish you well for some other quarter.

*If you are not fully qualified but know you will have all the requirements met by the time the quarter begins, we may consider granting you a "conditional" admission to the program. The conditions will be the items that you have not completed by the time the admissions process has closed. **PLEASE NOTE - if you fail to meet the conditions by the beginning of the quarter or the timeline specified in your acceptance letter, we will disenroll you from your courses.***

To put this into perspective, please know that fully qualified teacher candidates will have preference over conditionally admitted applicants when spaces in the program become limited.

Program Admission Requirements

1. **GPA Admission Requirements to the University:** The minimum required GPA is 2.50 (overall baccalaureate or last 90 quarter units). If the GPA is below 2.50, the applicant may appeal for Admission to the University through the Special Consideration process. Students must be admitted to the University in order to apply to the Credential Program.
To apply for Special Consideration:
 - Schedule an interview with the Department Chairperson;
 - Submit a written statement addressing reason(s) for special consideration and status of completing the **Subject Matter** requirements for the credential sought*NOTE: The university admission GPA is lower than the program GPA described below. If you are having difficulty meeting the university GPA requirement, it is unlikely you will be able to meet the program admissions minimum GPA. Please think hard about this issue as it plays significantly into admissions decisions.*
2. **GPA Admission requirements to the Credential Program:** To apply to the credential program, the candidate shall have attained a GPA of at least 2.67 in all baccalaureate and post-baccalaureate coursework or a GPA of at least 2.75 in the last 90 quarter units attempted. All candidates must have completed or be enrolled in the 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 (allow 8 weeks prior to the program admissions deadline for processing). Undergraduates who have completed or are enrolled in the above mentioned courses may apply;
- 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.
 - Status of completing the subject matter requirements for the credential sought.

3. **Orientation:** (Valid for 1 year) Prior to the Program Admissions Packet deadline, all candidates must attend a Mandatory Orientation/Information session. The Orientation in TED 405 meets this requirement for Multiple and Single Subject applicants. If TED 405 was taken more than one year prior to submitting the Program Admissions Packet, or if the equivalent course was taken elsewhere, candidates will be required to attend an online Orientation/Information Session and provide a copy of the certificate of completion. Education Specialist Candidates must attend a Thursday evening Education Specialist Orientation.

4. **Student Program Plan:** Candidates will be directed in TED 405 to make arrangements with their Academic Advisor to meet and complete the Student Program Plan. If a TED 405 equivalent course has been approved, or if the course was taken more than one year prior to applying to the credential program, it is your responsibility to make arrangements with your Advisor to complete the Student Program Plan.

Student Program Plans: http://www.csupomona.edu/~cso/program_plans.shtml

Advisors: <http://www.csupomona.edu/~cso/documents/AcademicAdvisors.pdf>

5. **Program Admissions Interview:** (Valid for 1 year)

All applicants will participate in a group interview and on-demand writing sample. Candidates will be contacted by the Credential Services Office to make arrangements after submitting program admissions packets to the office.

6. **Basic Skills Requirement:** All applicants must submit proof of passage of the Basic Skills Requirement by the deadline. For all available options in meeting the Basic Skills Requirement, please refer to page 13.

7. **Subject Matter Competency:** Subject Matter Competency is required of all students. Multiple Subject Candidates must have a passing score on the Multiple Subject California Subject Examinations for Teachers (CSET). Please refer to <http://www.cset.nesinc.com> All Single Subject and Education Specialist candidates must verify Subject Matter Competency through a) passing the appropriate CSET, or b) prescribed coursework. Students having completed 80% of prescribed coursework may petition for admission by having previous coursework evaluated and approved by the appropriate Single Subject Advisor. **Your Advisor has the required form. Score results only remain valid for 5 years from the time each subtest is passed. Please contact your Credential Analyst with any questions.**

8. **Bilingual Authorization (BL) Candidates:** (Valid for 1 year) 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.**

9. **Field Experience:** Successful completion of a "Supervised Field Experience" is a prerequisite for admission in the Credential Programs. This requirement will be met with successful completion of the prerequisite coursework required in item 2.
10. **Recommendations:** (Valid for 1 year) Two recommendations are required. One recommendation must be completed by 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 K-12. **Please use Recommendation Forms enclosed.**
11. **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; and (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?
12. **Certificate of Clearance (Application and Fingerprints):** A copy of 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: <http://www.ctc.ca.gov/credentials/online-services/default.html> within 60 days of your application submission.

If you have not yet obtained a Certificate of Clearance, questions regarding the process may be answered by proceeding to the "Online Certificate of Clearance" information link at <http://www.csupomona.edu/~ceis/forms-cs.shtml#credential>

Any further questions may be answered by contacting the Commission Information Services Unit by email at credentials@ctc.ca.gov

13. **TB Clearance:** Current Negative TB Test (offered at Student Health Center) or chest x-ray. TB clearance is valid for four years and must remain valid throughout Clinical Practice.
14. **Processing Fee:** There is a \$25 processing fee. Personal checks or money orders may be made payable to **Cal Poly Pomona** and submitted to the Credential Services Office with the Program Admissions Packet. Cash or credit card payments must be made to the Cashier's Office, or payments may be made via BroncoDirect.

US Constitution Requirements

If you are a CSU graduate, you have already met this requirement. *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.*

NOTE: This requirement is NOT required for Program Admissions, but must be met at the time of applying for an Intern Credential, or for the Preliminary Credential upon program completion.

Notification for Out-of-Country Graduates

Please consult the CTC website for regulations pertaining to foreign transcript evaluation and verification: <http://www.ctc.ca.gov/credentials/out-of-state.html>

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Education and Integrative Studies

Program Admissions Packet Checklist

Name: _____ Bronco ID: _____

Credential Program: _____ Email: _____@[csupomona.edu](http://www.csupomona.edu)

- 1) Credential Program Application
- 2) Verification of Attendance at an Orientation - see page 8 for details
- 3) Completion of Pre-requisite Coursework (or enrolled in the last of the pre-requisites)
- 4) Certificate of Clearance Verification
- 5) Basic Skills Requirement (Verification must be original) When you take the exam, please arrange for Pearson to send your scores electronically to Cal Poly Pomona. Please also provide one original copy of your passage verification, which is mailed to you.
- 6) TB Clearance
- 7) Subject Matter Competency Verification: When you take the exam, please arrange for Pearson to send your scores electronically to Cal Poly Pomona. Please also provide a copy of the original scores you receive in the mail.
 - CSET passing scores for all exam sections is required for all Multiple Subject candidates
 - CSET passing scores for all sections is required for all Single Subject or Education Specialist candidates who do not choose an approved Subject Matter Preparation Program
 - Verification of an approved Subject Matter Preparation Program is required for Single Subject and Education Specialist candidates choosing this option
- 8) Statement of Purpose (typed, dated and signed)
- 9) Statement of Exceptional Admission (if applicable; typed, dated and signed)
- 10) Academic Recommendation Form
- 11) Experience With Youth Recommendation Form
- 12) Interview – see page 8 for information regarding the interview process
- 13) Student Program Plan: Student Program Plans: http://www.csupomona.edu/~cso/program_plans.shtml
Advisors: <http://www.csupomona.edu/~cso/documents/AcademicAdvisors.pdf>
- 14) Bilingual Authorization Candidates – BL Application Packet
- 15) Verification of a \$25.00 online payment via BroncoDirect, or a Personal Check or Money Order

DUPLICATION OF MATERIAL POLICY

Any documents submitted to the Credential Services Office for inclusion in a student file, such as Program Application, transcripts, examination scores, letters of recommendation etc., become the property of the College of Education and Integrative Studies. It is strongly advised that candidates photocopy all materials prior to submission and maintain a copy for their records.

Email Communication Statement

I understand that email is the **OFFICIAL MEANS** of communication between the University/College and students. If I do not use my Cal Poly Pomona email account, I will have messages forwarded to a private email account I use.

Student Signature

Date

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Education and Integrative Studies

Credential Program Application Form

Quarter Applying For: _____ Year: _____ Bronco ID: _____

SECTION A – About You

Last Name	First	Middle		
Local Address	Street	City	State	Zip Code
Main Phone	Alternate Phone	Date of Birth		
<input type="checkbox"/> Male <input type="checkbox"/> Female	Cal Poly Email: _____	@csupomona.edu		
Undergraduate Major	Name of Institution	Graduation Date		

SECTION B - Credential Program and Emphasis

Multiple Subject: Non-Bilingual Authorization Bilingual Authorization
 Spanish Cantonese Mandarin

Single Subject: Non-Bilingual Authorization Bilingual Authorization
 Spanish Cantonese Mandarin

- | | | |
|--|--|----------------------------------|
| <input type="checkbox"/> Agriculture & Ag. Specialist | <input type="checkbox"/> Math, Foundational Level | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Art | <input type="checkbox"/> Math | |
| <input type="checkbox"/> Biological Sciences | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Biological Sciences Specialized | <input type="checkbox"/> PE | |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> PE/Adapted PE | |
| <input type="checkbox"/> Chemistry, Specialized | <input type="checkbox"/> Physics | |
| <input type="checkbox"/> English | <input type="checkbox"/> Physics, Specialized | |
| <input type="checkbox"/> Geosciences | <input type="checkbox"/> Social Sciences | |
| <input type="checkbox"/> Geosciences, Specialized | <input type="checkbox"/> Science, Foundational Level | |

Education Specialist: Non-Bilingual Authorization Bilingual Authorization
 Spanish Cantonese Mandarin
 Mild/Moderate Moderate/Severe

SECTION C – Prior Enrollment: Have you previously been accepted to any other Teacher Education Program? Yes No If yes, name of Institution: _____

Please explain on a separate sheet of paper, the reasons you did not complete that program. You must also provide a letter from the Department Chair indicating that you left in good standing.

Signature _____

Date _____

Basic Skills Requirement Verification

Please indicate the method used to fulfill the Basic Skills Requirement, and provide
ORIGINAL documentation:

- Passage of the CBEST
- Passage of a Basic Skills Examination from another state
- Passage of all three subtests of CSET: Multiple Subjects plus the CSET: Writing Skills (for more information about this option, view the California Subject Examinations for Teachers
- Passage of both of the English and Mathematics sections of the California State University (CSU) Early Assessment Program (EAP), showing status as "College Ready" or "Exempt" in each section
- Passage of both of the English Placement Test (EPT) and the Entry Level Mathematics (ELM). The EPT passing score is 151 or higher. The current ELM passing score is 50 or higher, while the passing score for the ELM taken prior to March 2003 is 550 or higher.

Please attach the original CBEST documentation below (CBEST pass cards). If you received a pdf document via email, verifying that you passed the CBEST, please include a copy with this packet.

ATTACH ORIGINAL PASS CARD HERE (FOR CBEST)

Statement of Purpose

In a thoughtful, well designed essay of 2-3 pages (600-900 words), please **analyze** (NOT just summarize):

1. The personal and professional qualities you possess that will enable you to become an effective teacher in a multicultural classroom; AND
2. Your expectations of the Teacher Education Program to further develop those qualities.

Details to consider when writing your statement:

- Must be typed, double spaced, 12 point, Times New Roman font
- Must be free of errors associated with grammar, spelling, capitalization, syntax, etc.
- Must clearly and completely address both elements of the topic, as noted above

Please write this statement as if your admission to the credential program depends on it -- because it does!

Statements should be written at the level expected of a graduate student; that is, statements should be in "academic prose", with avoidance of casual speech. They should be free of all grammar, spelling and other mechanical mistakes, properly organized into paragraphs, show good paragraph transitions, and avoid sudden changes of voice or person. Statements must be between 2 and 3 pages long (600-900 words by word-count on your computer). Specific examples must be used when talking about the qualities that will enable you to become an effective teacher in a multicultural classroom; likewise, specific items must be mentioned when addressing your expectations of the Teacher Education Program.

As the College Board lists for SAT essays, (modified from <http://sat.collegeboard.com/scores/sat-essay-scoring-guide>)

1. An essay in this category demonstrates clear and consistent mastery of content and writing. A typical essay:
 - o Effectively and insightfully addresses each of the two prompts, using clearly appropriate examples, reasons and other evidence to support its position
 - o Is well-organized and clearly focused, demonstrating tight coherence, natural progression of ideas, and a smooth transition from one prompt to the other.
 - o Exhibits skillful use of language, using a varied, accurate and apt vocabulary consistent with being a university graduate student
 - o Demonstrates meaningful variety in sentence structure
 - o Is free of errors in grammar, usage and mechanics

NOTE on PLAGARISM – The Statement of Purpose is one of the elements used in the admissions process. Your essay must be your own original composition. Copying or extracting elements from the work of another will result in immediate disqualification whether it is during the admissions process or discovered after being accepted to the program. Academic honesty and professionalism are attributes expected of all educators.

ALL STATEMENTS OF PURPOSE MUST BE SIGNED AND DATED

The attached essay is an original work completed by me alone.

Name	Signature	Date
Cal Poly Pomona – College of Education & Integrative Studies ----Credential Programs Admissions Packet		
REVISION DATE –April, 2013		

Request for Consideration for Exceptional Admission

(If Applicable)

In a well constructed essay, outline circumstances that contributed to your inability to meet the GPA requirement and experiences related to the field of education completed since graduation from college. It must define your commitment to and potential for success in a professional teacher preparation program and the teaching profession. Finally, discuss the status of completing the subject matter requirements for the credential sought.

Details to consider when writing your comprehensive essay:

- Must be typed, double spaced, 12 point, Times New Roman font
- Must be free of errors associated with grammar, spelling, capitalization, syntax, etc.
- Must clearly and completely address both elements of the topic, as noted above

ALL STATEMENTS OF EXCEPTIONAL ADMISSION MUST BE SIGNED AND DATED

The attached essay is an original work completed by me alone.

Name

Signature

Date

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Education and Integrative Studies
Department of Teacher Education

Academic Recommendation Form

(A College/University Professor who has been your Instructor must complete Part II)

Part I: To be completed by Teacher Candidate

Candidate's Last Name First Middle/Former Bronco ID

Address City State Zip Code Phone

Candidate's Undergraduate Major Recommender's Name (please type or print)

Credential: Education Specialist Multiple Single: _____

Part II: To be completed by the Evaluator - Please type or print and return directly to Candidate in a sealed envelope.

The individual named above, has applied to the Cal Poly Pomona Teacher Education Program. Please indicate below, your evaluation of the candidate's potential as an effective teacher.

Rate each of the following traits by checking the box indicating your opinion.

Characteristic/Rating	Weak	Below Average	Average	Above Average	Strong	Not Observed
1. Emotional stability						
2. Initiative						
3. Sense of humor						
4. Scholarship						
5. Responsibility, reliability						
6. Quality of work						
7. Positive attitude						
8. Energy & enthusiasm						
9. Poise, self confidence						
10. Respect by peers						
11. Resourcefulness, creativity						
12. Ability to accept criticism and implement suggestions						
13. Class participation						
14. Ability to work collaboratively with peers						
15. Ability to be flexible and adjust to new, changing or innovative situations						
16. Sense of social responsibility and dedication in working with children and youth						

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Education and Integrative Studies
Department of Teacher Education

Academic Recommendation Form

(A College/University Professor who has been your Instructor must complete Part II)

Part II: To be completed by the Evaluator

If you had a child, would you be happy and confident enough to entrust your child to the applicant's leadership and influence for an entire school year? Please explain your rationale.

Other Comments:

At this time, I would (check one):

- Recommend Candidate for Admission to the Teacher Education Program
 Recommend Candidate with Reservations. Please explain:

- Not recommend at this time . Please explain. Have no basis for Response:

Evaluator's Name (Print)

Phone

Evaluator's Signature

Date

Dept./Organization

Position

Address

City

State

Zip Code

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Education and Integrative Studies
Department of Teacher Education

Experience with Youth Recommendation Form

(Part II must be completed by a Professional who has directly observed your work with youth)

Part I: To be completed by Candidate

Candidate's Last Name	First	Middle/Former	Bronco ID
-----------------------	-------	---------------	-----------

Address	City	State	Zip Code	Phone
---------	------	-------	----------	-------

Undergraduate Major	Recommender's Name (please type or print)
---------------------	---

Credential: Education Specialist Multiple Single: _____

Part II: To be completed by the Evaluator - Please type or print and return directly to Candidate in a sealed envelope.

The individual named above, has applied to the Cal Poly Pomona Teacher Education Program. One of the criteria on which candidates are admitted to the program is successful work experience for a minimum of 20 hours with children (either paid or volunteer). Please indicate below, your evaluation of the candidate's potential as an effective teacher.

Name of Group/School: _____

Address	City	State	Zip Code
---------	------	-------	----------

Description of work responsibilities: _____

-
- Please estimate the total number of hours worked by applicant for the following:
1. Approximate number of total hours work experience: (minimum = 20 hrs) _____ hours
 2. Approximate percent of time in an assisting or teaching role: _____ %
 3. Approximate percent of time involving planning responsibility/initiative: _____ %

How long has the applicant worked with you or under your supervision? _____
Years Months

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
 College of Education and Integrative Studies
 Department of Teacher Education

Experience with Youth Recommendation Form

(Part II must be completed by a Professional who has directly observed your work with youth)

Given that this person has been adequately professionally prepared, would you be happy and confident enough to entrust your child to this applicant's leadership and influence for an entire school year? Please explain.

If there is any additional information you think is relevant to the candidate's application for admission to the program, please use this space to comment.

Rate each of the following traits by checking the box which indicates your opinion.

Characteristic/Rating	Weak	Below Average	Average	Above Average	Strong	Not Observed
1. Emotional stability						
2. Initiative						
3. Sense of humor						
4. Scholarship						
5. Responsibility, reliability						
6. Quality of work						
7. Positive attitude						
8. Energy & enthusiasm						
9. Poise, self confidence						
10. Respect by peers						
11. Resourcefulness, creativity						
12. Ability to accept criticism and implement suggestions						
13. Class participation						
14. Ability to work collaboratively with peers						
15. Ability to be flexible and adjust to new, changing or innovative situations						
16. Sense of social responsibility and dedication in working with children and youth						

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
College of Education and Integrative Studies
Department of Teacher Education

Experience with Youth Recommendation Form

(Part II continued, must be completed by a Professional who has directly observed your work with youth)

At this time, I (check one):

Recommend Candidate for Admission to the Teacher Education Program

Recommend Candidate with the following reservation:

Not recommend at this time. Please explain on the back. Have no basis for Response:

Evaluator's Name (Print)

Phone

Evaluator's Signature

Date

Dept./Organization

Position

Address

City

State

Zip Code