

The UC San Diego Extension's Online
California Clear (Induction) Program
to Clear a Preliminary Single Subject, Preliminary Multiple Subject, or
Preliminary Education Specialist Teaching Credential

Induction Candidate Handbook

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[UC San Diego Extension: Education and Community Outreach](#)

The Department of Education and Community Outreach (ECO) is an amalgam of three formerly independent units within [UC San Diego Extension](#): [pre-college](#); [professional](#), [parent and community education](#); and programming for learners age 50 and over ([Osher Lifelong Learning Institute/OLLI](#)).

ECO attends to the complex and interconnected lifespan learning needs of diverse audiences across the globe, serving over 65,000 students per annum and steadfastly grounded in the research, teaching and service mission of the University of California. Our commitment to the University's maxim *Fiat Lux* (Let there be light) drives ECO to illuminate educational pathways from preschool to post-retirement, focusing on individuals, schools and communities wherever they may be in the world.

[UC San Diego: Principles of Community](#)

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the wellbeing of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UC San Diego community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.

- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UC San Diego community, we can enhance the excellence of our institution.

[Overview: UC San Diego Extension's Online California Clear \(Induction\) Program](#)

The UC San Diego Extension's Online California Clear (Induction) Program to clear a preliminary single subject, preliminary multiple subject, or preliminary education specialist teaching credential is designed to provide a comprehensive two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first years of teaching. This program reflects standards adopted by the California Commission on Teacher Credentialing (CCTC) for Single Subject, Multiple Subject, or Education Specialist Induction Programs.

The state of California mandates that all teachers must hold a valid California Teaching Credential, which authorizes them to provide classroom instruction. Credentials are offered on a preliminary basis. Each new teacher must complete the requirements based upon the preliminary to clear a teaching credential within a specified five-year time period in order to remain a K-12 teacher within the California Public Education System. A university sponsored Induction Program is one method for preliminary credential holders to clear their teaching credential(s). Any teacher beyond their first years of teaching is also eligible to apply, if completing an Induction program is a renewal requirement listed on their preliminary teaching credential.

[Introduction](#)

This handbook is intended as a general introductory guide for teachers (candidates) interested in UC San Diego Extension's Online California Clear (Induction) Program, referred to from here on as "the Induction Program". Information is provided concerning admission requirements, the scope and content of the program, grading standards, the appeals process, candidate advisement and assessment, portfolio requirements, qualifications and recommendation for the clear credential, completer follow-up, and program evaluation.

A preliminary teaching credential and employment as an instructor in a California K-12 school are required for admission to the Induction program. A completed application must be on file and the teacher must receive formal admittance to the program before enrolling in any Induction courses.

The Induction Program provides the following to mentors:

- The required Induction courses
- Professional Development

The Induction Program provides the following to candidates:

- The required Induction courses
- An Individual Planned Course of Study
- Student advisement and clear credential recommendation upon completion

Upon admission to the Induction program, you will receive an Individual Planned Course of Study, which outlines required courses based on the Induction Program Standards adopted by the CCTC. Your Planned Course of Study indicates the specific requirements you are required to complete in the Induction program, including any additional requirements that you may need in order to meet the requirements as stated on your individual preliminary single subject, multiple subject, or education specialist teaching credential. After you have completed all the requirements on your individual Planned Course of Study you can submit a "Request to Recommend" Form to UCSD Extension to initiate the process to clear your credential(s) with the CCTC. You have five years from when you are admitted to complete all program requirements.

Any questions or concerns you may have at any time during program enrollment regarding requirements, policies, and/or procedures are to be directed to:

UCSD Extension
Induction Program – ECO
9500 Gilman Drive #0170N
La Jolla, CA. 92093
(858) 534-9286
induction@ucsd.edu

[Application Guidelines - Required Materials for All Candidates](#)

All candidates must submit the following items to the Induction Program:

1. Submission of a completed application packet including:
 - a. Completed Online **Application to the Induction Program**
 - b. Official, Sealed, Unopened Transcript(s) for college and/or university coursework showing a degree and date conferred (bachelor's or higher) from an accredited institution, with a GPA of at least 3.0 on a four-point scale.
 - i. **Degrees Awarded Outside the United States of America:** Official, sealed, unopened transcript from a [Commission Approved Evaluation](#) service indicating the verification of baccalaureate or higher degree, including degree awarded and date (i.e. WES, IERF, etc.)
 - c. Copy of all [California teaching credentials](#) currently held, including renewal codes and dates of validity, available on the CCTC website (www.ctc.ca.gov).
 - d. Completed and signed *Verification of Employment as an Instructor/Teacher*. You and your employer must complete your/their required portions.
 - i. All applicants must be employed as a teacher in order to be eligible to participate, as the program is designed to be job-embedded.
 - e. Separate items on the application checklist based upon the program option you are applying under. [Application checklists are at the end of the application packet.](#)

Personal Statement (if applicable)

In the event you do not meet the minimum GPA requirement, you must include a supplementary personal statement detailing a specific plan to maintain a minimum of a 3.0 GPA during tenure in the Induction program. The statement will be reviewed as part of the admission decision, along with any supporting documentation.

California Teaching Credential

You will need to submit a copy of your California Teaching Credential as a part of your application. Go to the Commission website <http://www.ctc.ca.gov/> and select the option to “Search For Educator”. Choose the search tab. Search for yourself. Click on your document number. All the renewal codes for your credential will then display. Save as a PDF to upload to your online application.

Course Waivers and Substitutions

Due to the integrated nature of the Induction Program (courses scaffold upon one another), you are strongly encouraged to undertake all courses in sequence. However, course waivers and substitutions will be considered on a case-by-case basis, with evidence of proficiency provided to the Education & Community Outreach Department at UCSD Extension. Candidates wishing to waive courses must submit a Course Substitution/Waiver Request Form to the Induction Program Manager, along with a course syllabus for each course you would like considered. Artifacts demonstrating competency in the course substituted/waived must be included in the candidate’s portfolio. This is subject to final approval by the Assistant Dean of the Education & Community Outreach Department.

Candidates applying to the Early Completion Option (ECO) or candidates who completed Year 1 in another Induction program may have courses waived as well. Please submit documentation in order to have such request evaluated. Details on the Early Completion Option are on Page 11 of this handbook. Details on Year 1 in another Induction program are on Page 12 of this handbook.

If a candidate has coursework waived, the mentor has the equivalent training waived, so each pair are reviewing the same CSTPs within the same time frame.

Induction Program: Required Coursework

The following courses are required for you and your mentor as appropriate. Please note that you must complete each course with a ‘Pass’ grade. **Grades of No Pass (NP) will not count toward the completion of Induction coursework for recommendation purposes.**

| Track 1: Induction Candidates | | | | |
|-------------------------------|---|---------------|------------|------|
| Course Number | Course Name | Quarter Units | # of Weeks | Year |
| EDUC 30787 | Introduction to Induction | 3 | | 1 |
| EDUC 31707 | Induction Individualized Learning Plan, Track 1 | 3 | | 1 |
| EDUC 31703 | Induction Inquiry I | 4.5 | | 1 |
| EDUC 31704 | Year 1 Reflection | 3 | | 1 |
| EDUC 31705 | Induction Inquiry II | 4.5 | | 2 |
| EDUC31706 | Induction Inquiry III | 4.5 | | 2 |
| EDUC 30793 | Culminating Induction ILP Portfolio | 3 | | 2 |
| <i>Total</i> | | 25.5 | | |

Track 1: Induction Site-Based Mentors

| Course Number | Course Name | Quarter Units | Year |
|---------------|--|---------------|------|
| EDUC 30795 | Overview for Site-Based Induction Mentor | 1.5 | 1 |
| EDUC 31708 | Mentor Individualized Learning Plan (ILP), Track 1 | 3 | 1 |
| EDUC 31709 | Mentor Induction Inquiry I | 3 | 1 |
| EDUC 31710 | Mentor Year 1 Reflection | 1.5 | 1 |
| EDUC 31711 | Mentor Induction Inquiry II | 3 | 2 |
| EDUC 31712 | Mentor Induction Inquiry III | 3 | 2 |
| EDUC 31693 | Induction Site-Based Mentor Debrief | 1.5 | 2 |
| <i>Total</i> | | <i>16.5</i> | |

Additional Program Requirements

As outlined above, certain candidates may have to complete additional requirements based on their preliminary credential(s). These additional requirements are listed below. Please note that you must complete coursework with an *aggregate* GPA of 3.0. **Grades of NP or C- and below will not count toward the completion of Induction coursework for recommendation purposes.**

| All Candidates | Additional items that may be required |
|---|---------------------------------------|
| EDUC 30008 | U.S. Constitution |
| EDUC 30145 | The Reading Process |
| Valid CPR Card (Infant, Child, Adult class) *American Red Cross or American Heart Association - Approved Only* | |
| Verification of Subject Matter Competence, CSET | |
| Verification of passing score for Basic Skills Requirement, CBEST | |
| Verification of a English Learner Authorization, CLAD | |
| Verification of a passing score for a Commission-Approved Teaching Performance Assessment (TPA) | |
| Verification of a passing score for Reading Instruction Competence Assessment (RICA) | |

| Education Specialist | Level I to Preliminary, Possible additional requirements |
|--|--|
| EDUC 31510 | K-12 Pedagogy for Teachers |
| EDUC 31590 | Understanding Autism Spectrum Disorders |
| EDUC 31591 | Effective Instructional Strategies for Students with ASD |
| EDUC 31592 | Positive Behavior Support for Students with ASD |
| EDUC 30057 | Health Education for Teachers |
| EDUC 30150 | Integrating Technology in Education K-12 Level 1 |
| EDUC 30151 | Integrating Technology in Education K-12 Level 2 |
| Equivalent of a Commission-approved preliminary program in credential specialty area | |
| <ul style="list-style-type: none"> ○ Mild/Moderate Disabilities ○ Moderate/Severe Disabilities | |

*Please see an Extension website for a current listing of classes at <https://extension.ucsd.edu/courses-and-programs/clear-credential>

Early Completion Option (ECO)

Induction Program: Required Coursework

The following courses are required for candidates and mentors as appropriate. Please note that you must complete coursework with a ‘Pass’ grade. **Grades of ‘No Pass’ (NP) will not count toward the completion of Induction coursework for recommendation purposes.**

| Track 1 - ECO: ECO - Induction Candidates | | | |
|--|---|----------------------|-------------|
| Course Number | Course Name | Quarter Units | Year |
| EDUC 30787 | Introduction to Induction | 3 | 1 |
| EDUC 31707 | Induction Individualized Learning Plan, Track 1 | 3 | 1 |
| EDUC 31703 | Induction Inquiry I | 4.5 | 1 |
| EDUC 31704 | Year 1 Reflection | 3 | 1 |
| <i>Total</i> | | <i>13.5</i> | |

| Track 1 - ECO: ECO - Induction Site-Based Mentors | | | |
|--|--|----------------------|-------------|
| Course Number | Course Name | Quarter Units | Year |
| EDUC 30795 | Overview for Site-Based Induction Mentor | 1.5 | 1 |
| EDUC 31708 | Mentor Individualized Learning Plan (ILP), Track 1 | 3 | 1 |
| EDUC 31709 | Mentor Induction Inquiry I | 3 | 1 |
| EDUC 31710 | Mentor Year 1 Reflection | 1.5 | 1 |
| <i>Total</i> | | <i>9</i> | |

Induction Mentor

You are required to work with a mentor throughout the Induction Program. Based on the candidate’s selection, the Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the candidate’s enrollment in the program. In this process, we seek to match candidates and mentors according to credentials held, grade level and/or subject area, as appropriate to the candidate’s employment.

Site-Based Mentor

The **Induction Site-Based Mentor** is your primary source of support at your school or district site. The Site-Based Mentor, initially selected by you and approved by UCSD Extension, works collaboratively with UCSD Extension to assess and monitor candidate’s competencies; provide onsite resources and guidance/support for the candidate; verify competencies according to program standards and the [California Standards for the Teaching Profession](#) (CSTPs); and monitor progress toward Induction Program objectives.

Minimum requirements for mentors include:

- Possess a valid clear multiple-, single-subject, or education specialist teaching credential in the same (or similar) subject/discipline as the candidate. Exceptions may be made case-by-case, dependent on circumstances.
- At least five years of documented (based on submission of resume/credentials) professional teaching experience at a California public school, state-approved charter or private school.
- Hold a full-time teaching or administrative position at the candidate’s school or district.
- Demonstrate practical understanding of the California Standards for the Teaching Profession (CSTPs).

You and your mentor must be approved simultaneously prior to formal admission or beginning coursework in the program. Here is a link to the [Mentor Application Guidelines](#).

The Site-Based Mentor will provide an average of an hour per week of intensive individualized support to their participating candidate. This support includes guiding the candidate to complete all coursework and assignments as well as “Just In Time” support, in between the required courses. The candidates are responsible for submitting an ongoing Mentor Log which includes both “Induction” support and “Just in Time” support for a total of about 27 hours for Year 1 mentors/candidates and about 28 hours for Year 2 mentors/candidates over the course of the year.

The following courses are required for Mentors and Partners as appropriate, at no charge to them.

Two Year Route

| Track 1: Induction Site-Based Mentors | | | |
|---------------------------------------|--|---------------|------|
| Course Number | Course Name | Quarter Units | Year |
| EDUC 30795 | Overview for Site-Based Induction Mentor | 1.5 | 1 |
| EDUC 31708 | Mentor Individualized Learning Plan (ILP), Track 1 | 3 | 1 |
| EDUC 31709 | Mentor Induction Inquiry I | 3 | 1 |
| EDUC 31710 | Mentor Year 1 Reflection | 1.5 | 1 |
| EDUC 31711 | Mentor Induction Inquiry II | 3 | 2 |
| EDUC 31712 | Mentor Induction Inquiry III | 3 | 2 |
| EDUC 31693 | Induction Site-Based Mentor Debrief | 1.5 | 2 |
| <i>Total</i> | | <i>16.5</i> | |

Early Completion Route

Track 1 - ECO: ECO - Induction Site-Based Mentors

| Course Number | Course Name | Quarter Units | Year |
|---------------|--|---------------|------|
| EDUC 30795 | Overview for Site-Based Induction Mentor | 1.5 | 1 |
| EDUC 31708 | Mentor Individualized Learning Plan (ILP), Track 1 | 3 | 1 |
| EDUC 31709 | Mentor Induction Inquiry I | 3 | 1 |
| EDUC 31710 | Mentor Year 1 Reflection | 1.5 | 1 |
| <i>Total</i> | | 9 | |

Individualized Learning Plan (ILP)

All candidates must work with mentor supervision in completing an Individualized Learning Plan (ILP) throughout the Induction program. *This is covered in more detail during the Introduction to Induction course.* Your goals must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of your enrollment in the program. The Education & Community Outreach Department will email a formal acceptance packet to all admitted candidates, including a Planned Course of Study that outlines the ILP. **Per the California Commission on Teacher Credentialing (CCTC), the Induction candidate's Individualized Learning Plan (ILP) is designed and implemented solely for professional growth and not for evaluation for employment purposes. UCSD Extension does not employ Induction candidates.**

In the first course of the program, *EDUC 30787 Introduction to Induction*, you are required to complete an 'Initial Self-Assessment' to identify areas within each CSTPs to focus on for your ILP during the Induction program. During each course, you will have the opportunity to work on individual standards and refine your ILP, while working with your Induction Mentor.

Induction Tracks

There are two additional tracks, dependent upon Preliminary Education Specialist Teaching Credential or the candidate's experience and exceptionalism:

- Education Specialist – Level I
- Early Completion Option

Education Specialist Level I – Additional Prerequisite Courses

Requirements have changed for the Level I Education Specialist credential in the transition to preliminary Education Specialist credential, you may need to take additional coursework before beginning the program.

Please submit the application indicating the Level 1 option. Applications will be reviewed for additional requirements, and you will receive a detailed plan indicating the additional requirements that must be completed prior to beginning the Induction coursework.

Prerequisite courses will vary for each candidate and may include the following courses that may be taken at UCSD Extension or at another institution:

- [Computer Education](#)
- [Health Education](#)
- [Developing English Language Skills, including Reading](#)

- [U.S. Constitution](#)
- [K-12 Pedagogy for Teachers](#)
- [Autism Spectrum Disorder](#)

The prerequisite courses must each be completed with a grade of “C” or higher. Please note a grade of “C-” or lower is not equivalent to a grade of “C” or higher.

Additional non-coursework items may also be required. These may include:

- California English Learners Authorization
- Basic Skills Exam
- Subject Matter Competence

Preliminary Program Equivalency

Many Education Specialist Level I credentials list the following renewal requirement: *Equivalent of a Commission-approved preliminary program in credential specialty area*. This renewal code may require you to seek out a preliminary Education Specialist program that can review your credential and coursework in order to evaluate if additional coursework is needed.

[Assembly Bill 988](#): *Using California Teaching Experience to Clear the RSG Renewal Requirements for Special Education Teaching Credentials Earned Based on Out-of-State Preparation*. Eligible individuals have the RSG renewal code listed on their Level I Education Specialist credential. This bill now allows individuals to use two or more years of special education teaching experience earned in California, while holding the preliminary credential, to satisfy the California specialty area equivalency requirement and clear the RSG renewal code in the following specialties: Mild/Moderate Disabilities; Moderate/Severe Disabilities; or Early Childhood Special Education. Two or more years of special

education teaching experience earned in California, completed in the specialty area listed on your Level I Education Specialist document. **This option is not available to individuals who completed a program outside of California or outside the United States.**

[Early Completion Option \(ECO\)](#)

The *Early Completion Option (ECO)* candidates can complete the program in a shorter timeframe of one year. To exercise ECO, you must hold a preliminary multiple subject, single subject, or education specialist credential and be employed in a K-12 school as a teacher. The intent of the standard is to serve *experienced* and *exceptional* candidates. Interested candidates will need to demonstrate prior teaching experience as the teacher of record, that they have the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the Induction program.

A professionally organized submission that provides contextualized documentation of both experience and exceptionality affords applicants with the best opportunity for approval as an ECO candidate.

Early Completion Option (ECO) Requirements

Education Code Section 44468 (E) allows individuals who have been accepted into the UC San Diego Extension's Online California Clear (Induction) Program to complete an accelerated one-year program, instead of a traditional two-year program. In order to be considered for participation in the *Early Completion Option (ECO)*, the candidate must in order to be considered for participation in the *Early Completion Option (ECO)*, the candidate must meet the following requirements. ***Incomplete portfolios will not be scored. Candidates can only submit one portfolio. Resubmissions will not be reviewed.***

1. Hold a preliminary multiple subject, single subject, or education specialist credential.
1. Be employed at a California school.
 - *We accept teachers from public, private, and/or charter schools.*
1. Have a minimum of 3 years of prior successful teaching experience as the teacher of record, verified by the employer.
 - *This experience can be in any grade or subject, preschool through adults. Acceptable experience **does not** include student teaching, intern teaching, or teaching while holding an emergency permit.*
 - *Full-time teaching experience outside of California may be accepted.*
1. Formal acceptance into the UC San Diego Extension's Online California Clear (Induction) Program.
 - *We recommend that candidates begin assembling their ECO Portfolio as soon as they have been accepted into the Induction Program.*
1. Submit a completed ECO Portfolio.
 - **Verification of Employment:** *Verify a minimum of three years prior teaching experience as teacher of record.*
 - **Resume:** *Submit a resume outlining your teaching experience.*
 - **Performance Evaluation:** *Submit your most recent performance evaluation (e.g., Stull, etc.).*
 - **Confidential Recommendation:** *Send a Confidential Recommendation link to your current administrator OR to an administrator who can best speak to your teaching experience and skills.*
 - **Completed Online ECO Application:** *Application will include:*
 1. Multiple narratives and supporting artifacts
 2. Pictures of your classroom
 3. Submission of a Lesson Plan

 4. Video Recorded Lesson
 5. Written Essay

The Induction Program retains the right to request additional evidence that may be necessary to determine a candidate's appropriateness for the experienced and exceptional candidate. Acceptance as an ECO Candidate requires maintenance of exceptional performance and professionalism.

If you believe that you qualify for the Early Completion Option (ECO) please submit a request for the ECO application to: induction@ucsd.edu

Monitoring Progress for the Early Completion Option

The ILP will take into account previous experience to build upon expertise and focus the program on the documented needs of the candidate. The ILP will specify assessments and professional development activities to completed checkpoints for periodic review of the candidate's work, and completion timelines.

Candidates who have completed Year 1 of Induction in a different program

All Induction programs are different. Completing Year 1 with a different program may not necessarily align entirely with Year 1 of the program at UCSD Extension. In order to determine what requirements were fulfilled in the first year of the other Induction program, you will need to submit supporting materials in order for the program to create a Planned Course of Study. The Planned Course of Study will address the candidate's needs for both the general education and/or education specialist credentials.

Evaluation for Program Transferability Option (EPTO)

To exercise the *Evaluation for Program Transferability Option (EPTO)*, you must hold a preliminary multiple subject, single subject, or education specialist credential and be employed in a California public school. The intent of the standard is to determine what requirements were fulfilled with the first year of Induction in the other program and any remaining work to satisfy the requirements of the program at UCSD Extension.

Minimum Requirements for Evaluation for Program Transferability:

- Documentation of completion of Year 1 in the other Induction program. This may include official transcript, course descriptions, letter from the Induction program, transportability document, etc.
- A written statement explaining how you meet the criteria for previously completed Induction coursework, focusing on exemplary reflective practice, professionalism, and commitment to teaching.
- A portfolio of work that documents your developmental level of the CSTPs in the credential you are now seeking to clear (e.g., lesson plans, classroom-based evidence, ILP).
- Submission of a complete application to the UCSD Extension Induction program.

The UC San Diego Extension's Online California Clear (Induction) Program retains the right to request additional evidence that may be necessary to determine a candidate's appropriateness for the experienced and exceptional candidate.

Monitoring Progress for the Evaluation for Program Transferability Option

The ILP will take into account previous experience, (e.g., portfolio evidence, evaluations) to build upon expertise and focus the program on the documented needs of the candidate. The ILP will specify formative assessment and professional development activities to be completed, checkpoints for periodic review of the candidate's work, and completion timelines.

Grading Standards

The grading standards for the Induction program are consistent with the grading standards for UCSD Extension. In each course, the instructor will determine the candidate's grade based upon the candidate's demonstrated level of competence in class discussions, examinations, written reports, demonstrations, projects, papers, and other means, as applicable, and will assign the appropriate Pass/No Pass. Although Pass/No Pass is the recommended grading option. If you choose to take courses for a letter grade the grading criteria for all courses is below:

- A = Superior achievement
- B = Satisfactorily demonstrated effective proficiency for professional achievement in the field of study
- C = Passed the course, but performance did not indicate resounding proficiency for professional achievement in the field of study
- D = Marginal, course must be retaken to earn a grade a "C" or better

- F = Fail, course must be retaken to earn a grade a "C" or better
- I = Incomplete (may be revised only by completing necessary work through arrangement with the instructor)

Regardless of the credential being cleared, candidates must successfully maintain an overall GPA of 3.0 or better and receive a grade of Pass/ "C" or higher in each course to be formally recommended to the CCTC for a clear credential. *A grade of No Pass / "C- "or lower is not equivalent to a grade of "C" or higher.*

Incomplete Grades

An Incomplete, or "I," is a temporary grade that may be granted when sudden serious medical situations, compulsory military service or other extenuating circumstances beyond your control, such as family emergencies, prevent the on-time completion of course requirements. An Incomplete may not be used to allow more time to complete a course in which you have fallen behind.

An Incomplete may also not be used to retake a course. If you have fallen substantially behind and need to repeat a course, you should drop the course prior to the drop deadline and re-enroll for the next term in which the course is offered. Otherwise, your instructor will assign an appropriate final grade based on the work you complete in the course (NP). If the candidate drops their Induction course, their mentor will also need to drop from the mentor training and support course. If the candidate has to retake a course, then the mentor will need to enroll in the corresponding mentor training and support course.

Requirements for an *Incomplete* grade:

1. You must submit a written [Petition for an Incomplete Grade](#) to your instructor before the final class meeting (by 11:59 p.m. on the day before the scheduled end date for online courses) or before final grades are posted, whichever comes first. Petitions submitted to the instructor after that time will not be considered.
2. The coursework you have completed to date must be of passing quality.
3. You must be able to show that an illness or other extenuating circumstance is preventing you from completing your required work on time.
4. Your signed petition must be approved by your instructor, the program manager and the registrar and must include:
 - a. The reason you were unable to complete the remaining coursework on time, including evidentiary documents when appropriate (e.g., doctor's note)
 - b. A detailed description of all remaining work required to complete the course.
5. If your Incomplete grade is approved, all missing coursework must be completed within 90 days of the class end date. If a final grade is not assigned by the 10th business day after that date, your Incomplete grade will revert to the previously assigned grade, or lapse into a failing grade if no grade was assigned before the Incomplete grade was approved.
6. Your grading option cannot be changed after an Incomplete is assigned.
7. Your instructor cannot initiate or require you to request an Incomplete. Your instructor must submit a final grade, based on the work you have completed to that point, even if they expect you to request an Incomplete. If an Incomplete is approved, it will replace the grade previously assigned by your instructor.

8. Your instructor may neither agree nor require that you wait until the next time the course is offered in order to make up Incomplete work, but must make individual arrangements with you for the timely completion of your work.

Please keep in mind that it may take up to two business days after your Incomplete grade is approved for it to be reflected in your records.

Email unex-reg@ucsd.edu for more information and assistance. Please include your full name, UCSD Extension student ID number, the course title and section ID number of the course you are inquiring about. This information can be found on your [MyExtension](#) account.

Candidate Assessment and Advisement

In addition to each instructor's evaluation of your performance in each program element, specific checkpoints have been established to review your progress and to determine competence. The first checkpoint is when candidates are formally admitted into the program. The second checkpoint is upon completion of the coursework and determines approval for enrollment in the portfolio course. The third checkpoint is upon completion of the portfolio course. The fourth checkpoint is when the "Request to Recommend" Form is received, and the individual Planned Course of Study along with completed coursework are reviewed to ensure all competencies have been met to be recommended to the CCTC for a clear credential.

It is a responsibility of the Associate Director to discuss with the candidate his or her level of performance at each checkpoint, and to provide special assistance to those whose level of performance is less than adequate. Strengths and weaknesses of each candidate are identified and opportunities for corrective learning are provided as needed.

Recommendations are made to the Education and Community Outreach Department for probationary placement of marginal candidates and for dismissal of those deemed unsuited for professional service. In the event adverse measures may be taken, the candidate is notified and is given ample opportunity to respond. A record is kept of all advisement sessions.

Probation or Dismissal from the Program

In certain instances, it may be recommended that a candidate be placed on probation or dismissed from the Induction program. Cause for probation or dismissal includes:

- (a) failure to maintain an adequate grade point average
- (b) confirmed cheating in a course
- (c) conduct deemed inappropriate in an academic setting

A recommendation for probation or dismissal must be based upon relevant documentation, and may include: GPA overall, grades and competency reports for required program elements, evaluation of classroom and school-related performance by site-based mentor(s) and/or administrator(s) as applicable, evidence that the candidate was informed by the Associate Director of any problems, and that correctional assistance was offered when appropriate.

The Education & Community Outreach Department must consider relevant documentation described above before making its decision. The candidate recommended for probation or dismissal has the right to appeal to the Associate Director and submit evidence or documentation to support the appeal.

If consensus of the Education & Community Outreach Department is reached to place the candidate on probation or to dismiss, the Associate Director will communicate such action to the candidate in writing, delineating the specific reason(s) for probation or dismissal.

Right to Appeal

The candidate has the right to appeal the following restrictive actions:

- (a) Not accepted in the Induction Program
- (b) Not permitted to complete coursework component
- (c) Not permitted to advance to portfolio component
- (d) Not given credit for a course
- (e) Not given credit for classroom observation
- (f) Not recommended for a credential
- (g) Recommended for probation or dismissal

The Appeals Process

An appeal must be in writing and shall be submitted to the Associate Director. In all instances except appeals regarding denial of admission, denial of recommendation for the credential, probation, or dismissal, the Associate Director will schedule an interview (typically by telephone or Zoom) with the individual submitting the appeal and any other personnel involved, including the candidate's mentor, in the case and will document the testimony. Subsequently, a decision will be rendered by the Associate Director for conclusive action.

Course & Instructor Evaluation by Candidates

Each course in the Induction program sequence is evaluated at regular intervals by participating candidates. The data accumulated in such evaluations serve to guide the instructors, administrators, and Induction mentors/partners in strengthening and/or renewing their respective offerings.

The evaluations are emailed to you on the Monday and Friday of the last week of the course; it is also emailed on the Monday following the course end date; and is available at the end of each course through [MyExtension](#). An evaluation is performed at the conclusion of each course when candidates are asked to engage in assessment. This rating is conducted utilizing the form which was developed and is regularly employed to ascertain the quality of content and effectiveness of instruction with respect to Extension offerings in general.

An additional evaluation is performed at the conclusion of the Portfolio course.

The evaluator is directed to assess (a) the course content--whether the appropriate competencies are being addressed, (b) the faculty member's performance--whether content is presented in an understandable manner, (c) the faculty member's particular strengths as perceived by the candidate, and (d) the candidate's suggestions for improvement of

the course. The information from the short form is tabulated in the Education & Community Outreach Department, and copies of the results are available to the respective instructors for their consideration in determining the need for instructional reorientation and/or adaptive measures.

Classroom Observations

The primary purpose of this element is to provide you with the opportunity to demonstrate competence in the practice and adaptation of skills and strategies in the CSTPs. It is intended that individual field experiences will be related to each candidate's professional goals and will be those which permit integration of theory and practice.

Classroom Observations are intentionally diverse in nature, permitting you to gain experience with varied learners. You may be required to participate in working with varied learners outside the class you are normally assigned in order to work with a variety of learners.

Mentors will meet with the Induction Candidate to review the Classroom Observation. This is an opportunity to seek feedback, as well as guidance to improve any areas that may not be as strong as required.

It will be the candidate's responsibility to work with the mentor to schedule the following:

- a) Initial meeting with the potential Site-Based Mentor at one of the school sites to arrange for mentorship during the Induction Program. This can be an online meeting if needed.
- b) Classroom observations based upon the candidate's ILP to permit the mentor the opportunity to observe their demonstration of skills appropriate in diverse settings and to meet together.
 - a. The criteria for evaluating the Classroom Observation are based upon the CSTPs.
 - b. The observation may be in-person or recorded for the mentor to view if the mentor is not in the candidate's immediate geographical region.
- c) Meet weekly (online/zoom, by telephone, or in person) with the Induction candidate or mentor will refer candidate to another resource.
 - a. The meetings should focus on your candidate's ILP and Induction Program requirements and to provide guidance/counsel as needed.
 - b. The minimum requirement is one hour per week, on average.

The Induction Candidate will also be responsible for submitting verification of the collaboration to the Induction Program.

The Culmination Project – Induction Portfolio

You must compile a professional portfolio as a culmination project that validates the work accomplished in the Induction program. This project will be presented as a requirement in the Induction Portfolio course.

The purpose of the culmination project is two-fold: 1) it will serve as a basis for final assessment of candidate competency and 2) it has been designed to produce a professional portfolio suitable for presentation during career placement interviews.

The Induction Portfolio is an electronic artifact that culminates your online clear credential experience and your professional learning through UCSD Extension. The assignments asked for below should be pulled from the variety of classes you have taken through the program. Although specific assignments are required for completion of this program, each portfolio should reflect and represent the unique teaching professionals our Induction portfolio caters too.

Formal Recommendation to the California Commission on Teacher Credentialing (CCTC)

After completing the requirements in your Planned Course of Study and the ILP, you must submit the following materials to UCSD Extension, to initiate the online recommendation process to the CCTC:

UCSD Extension, ECO
Attn: Credential Analyst
9500 Gilman Drive, #0170-N
La Jolla, CA 92093-0170

- Submit completed Credentialing Recommend Request form
 - The form is available in the Portfolio class
 - Your name must be the same as your legal name (as reported on your fingerprinting report)
 - [Request to Change Name or Personal Profile](#)
- Submit official transcript(s) verifying completion of all coursework in your Planned Courses of Study
 - This includes any coursework completed at UCSD Extension
 - [Link to UCSD Extension Transcript Request Form](#)
- The CCTC will only send the Recommendation notification to the email address they have on file.
 - **Update your email address with the CCTC if it is not an email account you currently access, prior to submitting the Request to Recommend Form**
 - <http://www.ctc.ca.gov/credentials/complete-recommend.html>
 - UCSD Extension can no longer do so on your behalf
- Candidates will be required to submit a processing fee directly to the CCTC upon recommendation for the Induction program.
 - This fee must be submitted through the CCTC's online recommendation system and can only be made by debit or credit card

If your credential has a requirement that you must *complete the Subject Matter Competence requirement* then your application for a clear credential may need to be submitted to the CCTC via a paper application, through UCSD Extension. Please contact the department at induction@ucsd.edu if you require more detailed instructions.

Completer Follow-Up and Program Evaluation

The institution conducts a follow-up survey of individuals who have been credentialed during the preceding three-year period. The purpose of the survey is to solicit views of recent graduates regarding strengths and weaknesses of the Induction program as determined by their ability to serve as effective instructors in their field. Ratings provide perceptions of the appropriateness of emphasis placed on each of the competencies included in the Induction program, and the data obtained are utilized as one means of determining needed programmatic change.

The CCTC now also requires that you complete a survey as a part of the recommendation process. It becomes available to each individual once they have been recommended for their clear credential. Your survey feedback is directly provided to the Commission.