

**California State University East Bay
Professional Education Unit**

Preconditions Report

Submitted to

California Commission on Teacher Credentialing (CTC)

March 31, 2017

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Part One

I. Special Characteristics of the Institution

A. Overview of California State University, East Bay

In 1959, The State College for Alameda County opened its doors to 300 students. Four name changes later, California State University, East Bay serves approximately 15,000 students (hereafter, either “Cal State East Bay” or “The University”). The Hayward Hills campus, on 342 acres, includes ten major buildings. Cal State East Bay also has campuses in Contra Costa County, Oakland, and online. Fifty baccalaureate degrees, 37 masters degrees, and one doctoral degree are offered from a University known for award-winning programs, expert instruction, small classes, and personalized instruction. Cal State East Bay is fully accredited by the [Western Association of Schools and Colleges](#).

The University is organized in four colleges: Letters, Arts, and Social Sciences (CLASS), Business and Economics (CBE), Science (COS), and Education and Allied Studies (CEAS).

Cal State East Bay is proud of a highly diverse student body. 73% of current students identify as either Hispanic/Latino (34%), Asian (24%), African American/Black (11%), Multiple Ethnicity (6%), Hawaiian/Pacific Islander (1%), or American Indian/Alaska Native (.5%). (See <http://www.csueastbay.edu/ir/> for more institutional data). Cal State East Bay is located in a vibrant, forward-thinking region, featuring thriving urban communities and some of the most innovative businesses in the world. Graduates have distinguished themselves in a number of fields.

Mission of Cal State East Bay

Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant, learning experiences that prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities, the University strives to meet the educational need and to contribute to the vitality of the East Bay, the state, the nation, and global communities.

The University’s strategic planning process supports the mission – to lead to greater organizational effectiveness, better use of resources, and achievement of University goals and objectives. Through the use of evidence to inform decisions and assessment to evaluate the results of actions, Cal State East Bay is able to guide its future with confidence.

B. Overview of the Professional Education Unit

The Cal State East Bay Professional Education Unit consists of our 12 CTC-accredited programs, all of which are housed in the [College of Education and Allied Studies](#) (CEAS) except one, [Speech/Language Pathology](#), which is in the College of Letters, Arts, and Social Sciences (CLASS). A true sense of Unit identity has evolved over the years, primarily through the Accreditation CEAS Team (ACT) which includes the program coordinators of all our CTC –accredited programs. ACT is chaired by the Unit’s Accreditation Coordinator, who reports directly to the head of the Professional Education Unit, the CEAS Dean. In April of 2016, Cal State East Bay officially withdrew from the Council for the Accreditation of Educator Preparation (CAEP), thus, from that point forward, the Professional Education Unit includes only the University’s CTC-approved licensure programs.

The Unit includes the following 12 CTC-accredited programs:

General Education Programs

- (1) Multiple Subject Teaching Preliminary Credential, including Internship
- (2) Single Subject Teaching Credential Preliminary Credential, including Internship

Education Specialist Programs

- (3) Mild to Moderate Disabilities Preliminary Credential, including Internship
- (4) Moderate to Severe Disabilities Preliminary Credential, including Internship
- (5) Autism Spectrum Disorders Added Authorization
- (6) Early Childhood Special Education Added Authorization

Specialist Credentials and Certificates

- (7) Reading Certificate (Added Authorization)

Services Credentials

- (8) Administrative Services Preliminary Credential, including Internship
- (9) Administrative Services Professional Credential (Clear Induction)
- (10) Pupil Personnel Services, School Counseling Credential, including Internship
- (11) Pupil Personnel Services, School Psychology Credential, including Internship
- (12) Speech/Language Pathology Preliminary Credential

Mission of the Professional Education Unit

To prepare collaborative leaders, committed to professional excellence, social justice, and democracy, who will influence a diverse and interconnected world.

The Mission of the Professional Education Unit has been the guiding light for the operations of the Unit and the Unit's program. It serves as the heart of the Unit's Conceptual Framework. For purposes of continuous improvement, the Mission has been operationalized through the first three Unit Assessment Outcomes (UAOs):

UAO-16-1: Equitable Learning Outcomes

The Unit ensures that candidates demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes.

UAO-16-2: Equitable Environments

The Unit ensures that candidates demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

UAO-16-3: Working Collaboratively

The Unit ensures that our candidates will work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

The Unit's level of achievement in meeting these UAOs, along with five others based on the CTC Common Standards, are assessed on a regular basis through the analysis of data at both the Unit and Program levels.

Multiple/Remote Sites

As has been described in our Biennial Reports, some of our CTC-approved programs offer courses at either multiple sites or sites other than Cal State East Bay's Hayward Hills campus. The locations for the 2015-2016 academic year:

The Administrative Services Preliminary Credential Program uses a cohort system. Each cohort attends classes at a unique location: (1) New Haven USD, (2) West Contra Costa USD, (3) Mt Diablo USD, and (4) Oakland USD. The fifth cohort takes classes at the Hayward Hills campus. The Program Coordinator for the Administrative Services Preliminary Credential Program oversees CTC standard adherence for all these cohorts (e.g., data gathering, program improvement). This Program Coordinator is appointed by the CEAS Dean upon the recommendation of the Chair of the Department of Educational Leadership. The Department Chair assumes the same responsibilities for the off campus cohorts as for the on-campus cohort (e.g., faculty appointments, evaluation).

In addition, there is a cohort of candidates who earn their Administrative Services Preliminary Credentials through online course offerings. The candidates in this cohort enroll through University Extension. This cohort has a separate Coordinator, who works with the Program Coordinator for the cohorts listed above, to ensure CTC standard adherence. The Chair of the Department of Educational Leadership oversees the other, non-accreditation aspects of the online cohort.

The Multiple Subject and Single Subject Credential Programs each have a cohort that takes classes at the University's Concord campus (in addition to cohorts that take classes at the Hayward Hills campus).

The Program Coordinators for the Multiple Subject and Single Subject Programs oversee CTC standard adherence for the Concord cohorts (e.g., data gathering, program improvement). These Program Coordinators are appointed by the CEAS Dean upon the recommendation of the Chair of the Department of Teacher Education. The Department Chair assumes the same responsibilities for the Concord cohorts as for the Hayward Hills cohort (e.g., faculty appointments, evaluation).

The Reading Certificate (Added Authorization) is offered only through University Extension. Classes are offered in the Pleasanton USD. The Program Coordinator for the Reading Certificate Program oversees CTC standard adherence for the Program. The Program Coordinator is appointed by the CEAS Dean upon the recommendation of the Chair of the Department of Teacher Education. The Department Chair assumes the same responsibilities for the Reading Program as for all other Department programs (e.g., faculty appointments, evaluation).

Credential Student Service Center (CSSC)

An important part of the Professional Education Unit is the [Credential Student Service Center](#) (CSSC). The CSSC serves all 12 of our CTC-approved programs. Most programs use the CSSC to manage the application to program process. The staff of the CSSC makes credential recommendations to the CTC for all completers of the Unit's programs.

Part Two

II. Response to Preconditions

A. General Preconditions Established by the Commission

General Statement Applicable to all Preconditions for all Professional Preparation Programs

Pursuant to [Education Code Section 44227](#) (and [44265](#) where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the ten general preconditions as well as all other applicable program specific preconditions.

General Institutional Preconditions for All Professional Preparation Programs

The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.

- (1) **Accreditation and Academic Credit.** The program(s) must be operated by
- (a) **Institutions of higher education:** a college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

Cal State East Bay is fully accredited by the Western Association of Schools and Colleges (WASC). Please see the July 15, 2015 letter re-affirming Cal State East Bay's WASC accreditation:

[WASC Accreditation Letter](#)

Cal State East Bay grants both baccalaureate and post baccalaureate credit. Please see the [University Catalog](#) for a list of baccalaureate programs post baccalaureate programs.

- (b) **School districts or other non-regionally accredited entities:** the Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

[N/A Cal State East Bay is an Institution of Higher Education.]

- (2) **Enrollment and Completion.** Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:
- i. completes the program;
 - ii. withdraws from the program;

- iii. is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate and a plan for candidates and graduates to access their student records would need to be developed.

(3) Responsibility and Authority. To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).
- (b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and /or responsible for any aspect of program delivery.
- (c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

Ongoing oversight of all educator preparation programs offered by Cal State East Bay rests with Dean of the College of Education and Allied Studies (CEAS), who serves as the head of the Professional Education Unit. As noted earlier, one CTC-approved program, Speech/Language Pathology Preliminary Credential, is housed outside of CEAS in the College, the College of Letters, Arts, and Social Sciences (CLASS). The CLASS Dean has oversight of the traditional academic aspects of the Speech/Language Pathology program (budget, faculty hiring & evaluation, curriculum, etc.). The CEAS Dean, working the Unit Accreditation Coordinator, ensures that the Speech-Language Pathology Program adheres to all CTC program standards and is an active member of the Unit. The CEAS Dean and the CLASS Dean have a positive working relationship and jointly address any significant issues with the Speech-Language Pathology program.

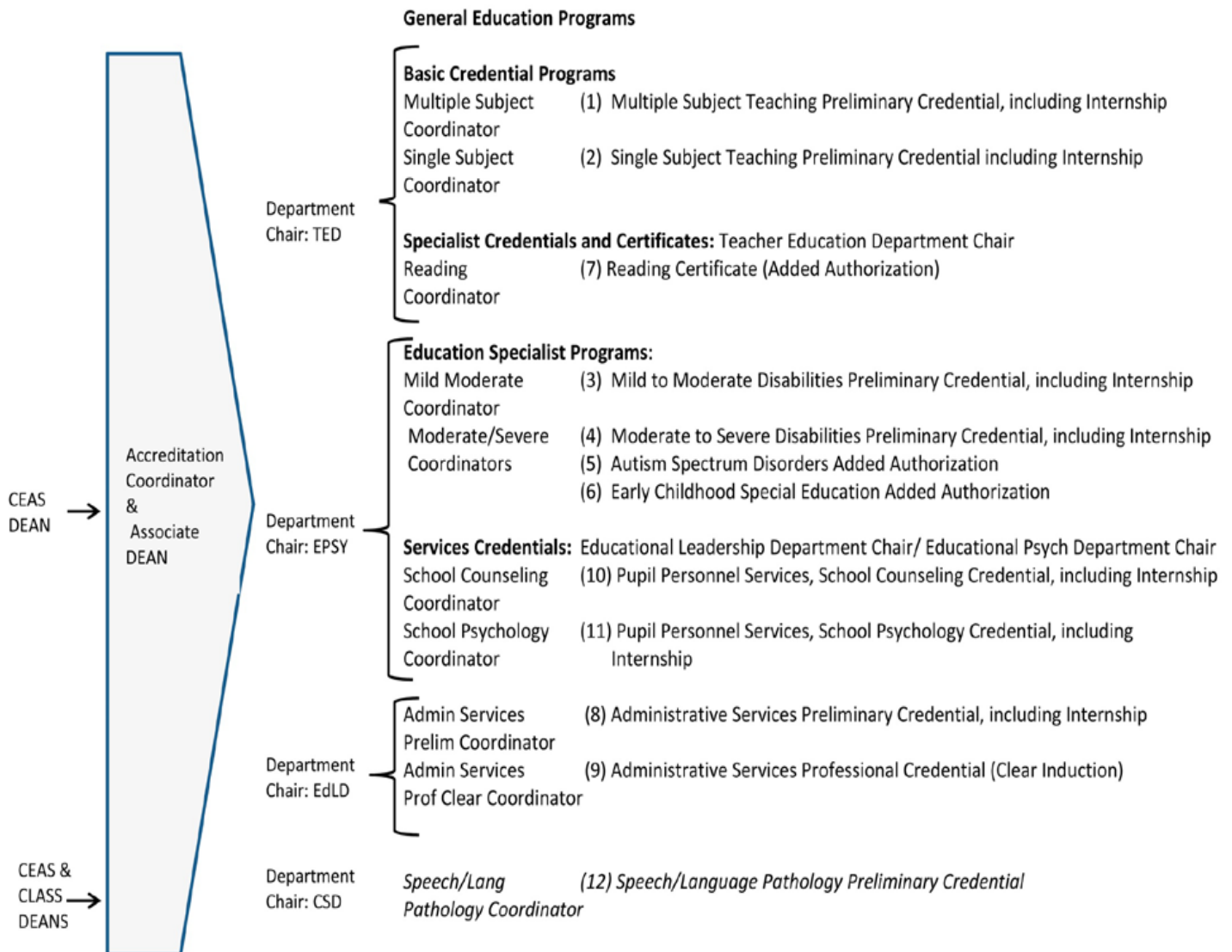
The CEAS Dean, head of the Unit, delegates oversight of the Unit's ongoing accreditation efforts to the Unit's Accreditation Coordinator. The Accreditation Coordinator reports directly to the CEAS Dean. Each of the 12 CTC-approved licensure program have a Faculty Program Coordinator. Each Faculty Program Coordinator is appointed annually by the CEAS Dean, upon recommendation of the relevant Department Chair. The Program Coordinators serve at the will of the Dean. The performance of each Program Coordinator is reviewed on an ongoing basis by the Accreditation Coordinator and the CEAS Dean. The Chair of the Communicative Sciences and Disorders Department (CSD) is the Program Coordinator of the Speech/Language Pathology Program. The CSD Chair is appointed by the CLASS Dean. Should any issues arise about the performance of the CSD Chair in regards to accreditation,

the CEAS Dean and CLASS Dean would work together to reach a mutually acceptable outcome (no such issues have arisen recently). Finally, it should be noted that the CEAS Associate Dean has the same responsibilities with regards to CTC-Approved Programs as she does with all other programs in CEAS. These include: faculty and student grievances, curriculum approval, and the evaluation of part-time faculty.

No parent organization, no outside organization(s), nor any partner(s) are involved in the oversight of the educator preparation unit, nor are any responsible for any aspect of program delivery.

Duties regarding credential recommendations are provided solely by persons who are current employees of Cal State East Bay, including all faculty, the staff of our Credential Student Service Center, all program coordinators, department chairs, and all administrators. The following is a Professional Education Unit Organizational Chart:

Professional Education Unit Organization Chart



- (4) Lawful Practices.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Cal State East Bay does not discriminate on the basis of any protected category: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. This policy applies to the admission, retention, and graduation of students and decisions regarding the employment, retention or promotion of employees. Further, Title IX of the Education Amendments of 1972, and certain other federal and state laws prohibit discrimination on the basis of sex, gender or sexual orientation in employment, as well all education programs and activities operated by the University (see Cal State East Bay [Title IX Notice of Non-Discrimination](#)).

- (5) Commission Assurances.** To be granted continuing accreditation by the Committee on Accreditation, the program proposal must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation..

Cal State East Bay assures the Commission that it (a) fulfills all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) cooperates fully in the evaluation of our programs by the Commission, and (c) participates fully in the Commission's accreditation system, including the timely submission of all documents required for accreditation. All Cal State East Bay Programs have received approval for their Performance Assessment Documents. Plans are underway for the upcoming accreditation visit.

- (6) Requests for Data.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

Cal State East Bay has consistently responded to all requests by the Commission for data. We are fully committed to meeting these requests in the future. The head of our Professional Education Unit, the Dean of the College of Education and Allied Studies, has delegated this responsibility to the Unit's Accreditation Coordinator. Dr. Shira Lubliner currently occupies this position.

- (7) Veracity in all Claims and Documentation Submitted.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

Cal State East Bay positively affirms the veracity of all statements and documentation submitted to the Commission.

- (8) Grievance Process.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that the candidate has been informed of the grievance process and that the process has been followed.

The Professional Education Unit has candidate and applicant grievance procedures which guarantee due process and equity. All applicants denied admission may request a review by the Associate Dean of the College of Education and Allied Studies (the Associate Dean of CLASS for Speech/Language Pathology). If such a request is made, the Associate Dean conducts a review of the applicant's status to ensure that all admission policies and procedures were followed.

Once candidates are admitted, there are two potential categories of grievances: (1) Grade appeals and (2) Status in Program, including declassification (dismissal).

Grade Appeals: Appeals of grades in courses in CTC-approved courses are handled by the [University Grade Appeal Policy](#). Candidates discuss the grade with the course instructor. If a dispute remains, the candidate then discusses the grade with the Department Chair in an attempt to find resolution. If there is no resolution, then the candidate appeals to the relevant Associate Dean (CEAS for all programs but Speech/Language Pathology, CLASS for that program). The Associate Dean completes an independent review, interviewing the course instructor and the candidate. If the candidate remains unsatisfied, she/he submits a formal appeal to the University's Office of Academic Program and Graduate Studies. A faculty panel reviews the appeal, and may decide to convene a Faculty Hearing Panel, who would conduct a full review of the matter.

Status in Program: Candidates in all programs may be declassified (dismissed) from a program for clearly specified causes, based on [University policies](#). Candidates may also be suspended from program or told to repeat field experience. All programs have declassification policies, consistent with University policies in their program handbooks, and all candidates are directed to read their relevant handbooks (for example, see [Multiple Subject Teaching Credential Program example](#)). The process for all programs is the same. Program Coordinators recommend declassification to the Department Chair, who reviews the request. In each case, the candidate is informed of the cause of the declassification and a right to appeal. If the Chair agrees, then she/he recommends declassification to the Associate Dean. The candidate then appeals to the Associate Dean. The Associate Dean conducts an independent review, interviewing both the program coordinator and the candidate. If the Associate Dean agrees that declassification is appropriate, then she/he makes that recommendation to the University's associate Vice President for Academic Programs and Graduate Studies (AVP - APGS). The final decision to declassify resides with the University's AVP for APGS.

- (9) Faculty and Instructional Personnel Participation.** All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area.

Faculty who are not in the Department, School or College of Education are exempt from this requirement. *Reference: Education Code Section 44227.5 (a) and (b).*

All faculty and instructional personnel who regularly teach one or more courses in programs leading to a credential actively participate in the public school system at least once every three academic years, appropriate to their credential area. Such participation includes supervision of candidates in their field placements, participation in research or grant projects with K-12 schools, and professional development offered to K-12 practitioners. The Associate Dean of the College of Education and Allied Studies oversees compliance with this Precondition. The form used for faculty reporting is the [Faculty Participation Form](#). The Faculty Participation Reporting data is stored in the [Faculty Participation Database](#).

- (10) Communication and Information.** To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for its educator preparation programs.

All programs in the Unit maintain webpages linked to the [CEAS website](#) that provide the public, **prospective educators, and enrolled candidates** with information regarding program admission and completion. Additionally, all programs in the unit provide program handbooks that include detailed information regarding admissions, coursework, and completion requirements ([see program and handbook webpage](#)). For example, the [Teacher Education Department webpage](#) includes a short video about the credential programs and links to application information. Clicking on the link to the [Credential Student Service Center](#) (CSSC) provides candidates and prospective candidates with admissions information regarding all programs in the Unit.

- (11) Student Records Management, Access, and Security.** To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy, institutions will provide verification that:

- (a) Candidates and graduates have access to and are provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

The Credential Student Service Center (CSSC) has responsibility for maintaining candidate records for all programs in the unit ([see Candidate Progress Checklist examples](#)). Paper copies of candidate applications and transcripts are stored in files, and information regarding application materials, grades, and fieldwork is entered into PeopleSoft. Candidates are given regular electronic updates regarding satisfaction of program requirements and are permitted to view their files at any time. All paper files are kept in a secure location and electronic files are password protected and only accessible to CSSC personnel and program coordinators.

(12) Disclosure. Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.

No outside organizations provide any direct educational services as all or part of the educator preparation programs sponsored by Cal State East Bay.

B. Program Specific Preconditions:

The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the 10 General Institutional Preconditions as well as these Program Specific Preconditions.

(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Not applicable. Cal State East Bay is applying for continuing accreditation.

(2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Not applicable. Cal State East Bay is applying for continuing accreditation.

(3) Basic Skills Requirement. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR). The institution shall use the CBEST results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

Admission to all programs requires at least having taken, but not necessary passed, the California Test of Basic Skills (CBEST). See CBEST requirement and many other ways to satisfy the Basic Skills requirement at the following link on the Cal State East Bay Credential Services Student Center (CSSC) website (bullet point #4 at <http://www.csueastbay.edu/cssc/cred-forms-and-docs/index.html>)

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to satisfy the *Basic Skills Requirement* prior to assuming intern teaching responsibilities. *Reference: Education Code Section 44252 (b).*

All internship programs require that students have passed the Basic Skills requirement ([see page 2, box 3 of Intern Credential Application](#)).

Clarification of Precondition 3

Legislative Intent. Precondition 3 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it

is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

(4) Certificate of Clearance. An entity that operates a program of professional preparation shall not allow a candidate to *participate in school-based field experiences* until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission.
Reference: Education Code Section 44320 (d).

All candidates must obtain a [Certificate of Clearance](#) from the CTC before participating in a school-based field experience (requirement listed as bullet point #5 at <http://www.csueastbay.edu/ceas/cssc/forms-and-docs/index.html>)

C. General Education Programs (Multiple and Single Subject)

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the General Education (Multiple and Single Subject) programs listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional preconditions.

Preliminary Multiple and Single Subject

- (1) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

Clarification of Program Precondition 5

Individually Prescribed Courses. Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program.

Postgraduate teacher preparation programs are four full-time quarters and meet the limitation on length. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. [Reference: Education Code Section 44259 \(a\) and \(b\) \(3\).](#)

The cohorted programs begin in June during summer quarter and end the following spring quarter. There are no other options. During the academic year candidates are enrolled as full time students doing field work and course work. Applicants are advised of this in the [Admissions Handbook \(see Section 3.0, page 10\)](#) and in the University Catalog for both [Multiple Subject](#) and [Single Subject](#) Programs

Candidate progress is verified and entered into a data base in PeopleSoft. The data base is updated each quarter, as candidates complete coursework and field placements ([see Candidate Progress Example](#)).

- (2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. [Reference: Education Code Section 44320 \(a\).](#)

Clarification of Program Precondition 6

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

Cal State East Bay does not require candidates to complete any prerequisites for student teaching. The multiple subject program begins in the summer quarter, when candidates cannot be placed in student teaching, and they take 16 quarter units. During the summer, all candidates take courses that allow them to be Intern compliant when they begin fieldwork in the fall. The program does this to meet the needs of district partners who require Interns during the academic year.

Candidates take a course in alternative methods of English language development for a total of 16 quarter units. These courses are outlined in the [Multiple Subject Program Handbook \(see Section 9.0 Page 12\)](#).

- [TED 5311](#) Classroom Environment, (2 qtr. units),
- [TED 5351](#) Psychological Foundations of Education and Planning for Instruction, (4 qtr. units),
- [TED 5352](#) Curriculum and Instruction: Reading/Language Arts in the Elementary School A, (3 qtr. units), and
- [TED 5355](#) Equity and Diversity/Teaching English Learners A, (3 qtr. units).

The single subject program also begins in the summer quarter, when candidates cannot be placed in student teaching, and they take 15 quarter units. During the summer all candidates take courses that allow them to be Intern compliant when they begin field work in the fall. The program does this to meet the needs of district partners who require Interns during the academic year. Candidates take a course in alternative methods of English language development for a total of 15 quarter units. These courses are outlined in the [Single Subject Program Handbook \(see Section 10.0, Page 14\)](#).

- [TED 5311](#) Classroom Environment, (2 qtr units),
- [TED 5301](#) Psychological Foundations in Middle and Secondary School Education (4 qtr units),
- [TED 5320](#) Content Literacy, (3 qtr units),
- [TED 5326](#) Preparation to Teach English Learners in the Single Subject Classroom (3 qtr units), and
- Instructional Methods in their credential content area, (3 qtr units).

(3) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Section 44259 \(b\) and 44259.5.](#)

In the multiple subject program candidates take two courses in developing the skills to teach English language learners, including reading:

- [TED 5355](#) Equity and Diversity/Teaching English Learners A
- [TED 5366](#) Equity and Diversity/Teaching English Learners B

In the single subject program candidates take a course in developing the skills to teach English language learners that includes reading:

- [TED 5326](#) Teaching English Learners

(4) Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. [Reference: Education Code Section 44320 \(a\).](#)

Clarification of Program Precondition 8

Program Precondition 8 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

Undergraduates may enroll in the multiple subject credential courses through the Bachelor's Plus Early Pathway Program (BPEP) offered by the Liberal Studies Department in the College of Letters, Arts and Social Sciences. However, they may not be admitted to the program or complete fieldwork classes until they have earned a baccalaureate degree and met all program requirements for admission.

The minimum requirements for admission to graduate and post baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Sub-chapter 3 of the California Code of Regulations.

The admissions and enrollment policies of the university are set forth in the [university catalog](#).

(5) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

The CSSC verifies that individuals have taken or passed the appropriate Commission-approved subject matter examination(s) during the admissions process.

Applicants are notified of this requirement during mandatory orientation sessions and in the Multiple Subject Program Handbook in [Section 5 on page 9](#) and in the Single Subject Program Handbook in [Section 6 on page 11](#).

For a Multiple Subject teaching credential the candidate verifies subject-matter competence by passing all portions of the appropriate Commission-approved subject matter examination(s), the California Subject Examinations for Teachers (CSET). The candidate submits documentation and the CSSC receives an [Official Score Report](#) from CSET. Passing exam scores (220 or above) are used for certification purposes within five years of the passing test date.

For a Single Subject teaching credential candidates may also verify subject-matter competence by passing all portions of the CSET or completing a Commission-approved subject-matter program or its equivalent and obtaining verification of completion from the authorized person in the education department of a California college or university with a CTC-approved program. The CSSC verifies subject-matter competency based on a list of California colleges and universities with Commission-approved subject-matter programs. They also verify the names of authorized persons in the case of subject-matter competence from another institution. The names of the authorized persons must appear on the Commission's list of authorized personnel to verify approved subject-matter competency programs.

The Credentials Student Service Center (CSSC) tracks candidate progress during their enrollment in the program and verifies that candidates have all requirements prior to being admitted ([see Candidate Progress Tracking example, requirements section](#)).

Applicants are notified of the requirements in [information sessions](#) and in the [Admissions Handbook](#) (see requirements beginning on page 6).

(6) Subject Matter Proficiency. The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. [Reference: Education Code Sections 44259 \(b\) \(5\)](#).

- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).
- For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

The Credentials Student Service Center (CSSC) tracks candidate progress during their enrollment in the program and verifies that candidates have all requirements prior to being given whole class instructional responsibilities in a K-12 classroom ([see Candidate Progress Tracking example, requirements section](#)).

For a Multiple Subject teaching credential the candidate verifies subject-matter competence by passing all portions of the appropriate Commission-approved subject matter examination(s), the California Subject Examinations for Teachers (CSET). The candidate submits documentation and the CSSC receives an [Official Score Report](#) from CSET. Passing exam scores (220 or above) are used for certification purposes within five years of the passing test date.

For a Single Subject teaching credential candidates may also verify subject-matter competence by passing all portions of the CSET or completing a Commission-approved subject-matter program or its equivalent and obtaining verification of completion from the authorized person in the education department of a California college or university with a CTC-approved program. The CSSC verifies subject-matter competency based on a list of California colleges and universities with Commission-approved subject-matter programs. They also verify the names of authorized persons in the case of subject-matter competence from another institution. The names of the authorized persons must appear on the Commission's list of authorized personnel to verify approved subject-matter competency programs.

Applicants are notified of this requirement in orientation and in the Multiple Subject Program Handbook in [Section 5 on page 9](#) and in the Single Subject Program Handbook in [Section 6 on page 11](#) (see also [Teaching Credential Admissions Checklist Requirement #5](#)).

(7) Completion of Requirements. A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44259 \(b\) and 44283 \(b\) \(8\).](#)

Prior to recommending a candidate for a multiple and single-subject credential, the CSSC verifies that candidates have met the following legal requirements:

- A BA/BS or higher degree from an accredited institution
- The Basic Skills Requirement
- Completed an accredited Professional Preparation Program
- Completed the subject-matter requirement
- Demonstrated knowledge of principles and provisions of the US Constitution
- Passed the Teaching Performance Assessment (TPA)
- Passed the Reading Instruction Competence Assessment (RICA) if they are multiple subject candidates.

The CSSC maintains all records for candidates during the program. Records of requirements necessary to recommend a candidate are stored in a database ([see Candidate Progress Tracking example, requirements section](#)). Candidates are informed of progress at the end of each academic term ([see Candidate Progress Tracking example, email section](#)).

General Education Internship Programs

(1) Bachelor's Degree Requirement. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. [Reference: Education Code Sections 44325, 44326, 44453.](#)

Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher learning. The Credential Student Services Center (CSSC) reviews transcripts to determine whether applicants hold a BA or BS degree. They also determine whether a regionally accredited institution issued the degree by referring to the following database ([Accredited Institutions of Postsecondary Education](#)).

The CSSC staff also obtains a complete evaluation of foreign transcripts prior to admission that are on the approved organization list published by Commission for a California credential, permit, or certificate to determine whether the transcripts show equivalence to a U.S. degree. See CTC's link for Foreign Transcript Evaluations:
<http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf>

Candidates are notified of these requirements during program orientation and in the [Intern Manual](#) (see page 4, Section 2).

(2) Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. [Reference: Education Code Section 44325\(c\) \(3\).](#)

The CSSC verifies that individuals have taken or passed the appropriate Commission-approved subject matter examination(s) prior to recommending them for an intern credential.

Applicants are notified of this requirement during orientation sessions and in the Multiple Subject Program Handbook in [Section 5 on page 9](#) and in the Single Subject Program Handbook in [Section 6 on page 11](#) and in the [Intern Manual \(see page 4, Section 2\)](#).

For a Multiple Subject teaching credential the candidate verifies subject-matter competence by passing all portions of the appropriate Commission-approved subject matter examination(s), the California Subject Examinations for Teachers (CSET). The candidate submits documentation and the CSSC receives an [Official Score Report](#) from CSET. Passing exam scores (220 or above) are used for certification purposes within five years of the passing test date.

For a Single Subject teaching credential candidates may also verify subject-matter competence by passing all portions of the CSET or completing a Commission-approved subject-matter program or its equivalent and obtaining verification of completion from the authorized person in the education department of a California college or university with a CTC-approved program. The CSSC verifies subject-matter competency based on a list of California colleges and universities with Commission-approved subject-matter programs. They also verify the names of authorized persons in the case of subject-matter competence from another institution. The names of the authorized persons must appear on the Commission's list of authorized personnel to verify approved subject-matter competency programs.

The Credentials Student Service Center (CSSC) tracks candidate progress during their enrollment in the program and verifies that candidates have all requirements prior to being recommending them for an intern credential ([see Candidate Progress Tracking example, requirements section](#)).

(3) Pre-Service Requirement.

- (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.
- (b) Each Education Specialist Internship program includes a minimum of 120 clock hour pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

The multiple subject program begins in the summer quarter so that candidates can fulfill the 120 clock hour pre-service component with coursework that applies to their credentials. During the summer all candidates take courses that allow them to be Intern compliant when they begin field work in the fall. The program does this to meet the needs of district partners who require Interns during the academic year. Candidates take a course in alternative methods of English language development for a total of 16 quarter units. These courses are outlined in the [Multiple Subject Program Handbook \(see Section 9.0 Page 12\)](#):

- [TED 5311](#) Classroom Environment, (2 qtr units),
- [TED 5351](#) Psychological Foundations of Education and Planning for Instruction, (4 qtr units),

- [TED 5352](#) Curriculum and Instruction: Reading/Language Arts in the Elementary School A, (3 qtr units), and
- [TED 5355](#) Equity and Diversity/Teaching English Learners A, (3 qtr units).

The single subject program begins in the summer quarter so that candidates can fulfill the 120 clock hour pre-service component with coursework that applies to their credentials. During the summer all candidates take courses that allow them to be Intern compliant when they begin field work in the fall. The program does this to meet the needs of district partners who require Interns during the academic year. Candidates take a course in alternative methods of English language development for a total of 15 quarter units. These courses are outlined in the [Single Subject Program Handbook](#) (see [Section 10.0 Page 14](#)):

- [TED 5311](#) Classroom Environment, (2 qtr units),
- [TED 5301](#) Psychological Foundations in Middle and Secondary School Education (4 qtr units),
- [TED 5320](#) Content Literacy, (3 qtr units),
- [TED 5326](#) Preparation to Teach English Learners in the Single Subject Classroom (3 qtr units), and
- Instructional Methods in their credential content area, (3 qtr units).

Education Specialist credential candidates may apply to the employed teacher internship program during the first and second years of the program. Internships in Mild-Moderate disabilities may be accepted up to full time with coordinator approval. Internships in Moderate-Severe disabilities may be accepted up to 80% (4 days/week) with coordinator approval.

- (4) Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
- (a) Provisions for an annual evaluation of the intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

The university has a signed [Memorandum of Understanding](#) with each district or school employing interns. Under that MOU, biannual evaluations are required. The requirements for Intern support are considered to be the professional development plan. The program calls this the [Individualized Intern Plan](#) (IIPS). The contents of the IIPS are communicated to interns in the [Intern Manual](#) (see [Section 5, page 5](#)). Intern support including evaluation procedures are spelled out in the [MOU](#) (see [Appendix B](#)). Required coursework is completed by interns through the university program. A list of multiple subject credential courses including courses covering culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities is listed in the [Multiple Subject Program Handbook](#) (see [Section 9, page 12](#)). The single subject courses are listed in the [Single Subject Program Handbook](#) (see [Section 10, page 14](#)).

(5) Supervision of Interns.

- (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. [Reference: Education Code Section 44462](#). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

The university has a signed [Memorandum of Understanding](#) with each district or school employing interns. Under that MOU, the support and supervision requirements are laid out in the [MOU \(see Appendix B\)](#). The program ensures compliance using an app called MyInternship Journal. This is communicated to Interns in the [Intern Manual \(see Section 6, page 6\)](#).

- (6) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. [Reference: Education Code Section 44454](#). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). [Reference: Education Code Section 44458](#).

Candidates are only recommended for Intern credentials with a job offer letter from the employing entity. The job offered must comply with CTC regulations. This is communicated to candidates in the Intern Application and Approval forms ([see Credential Processing Form](#)). The Intern MOU stipulates that the interns' services meet the districts instructional or service needs ([see MOU, page 1, clause 1.8](#)).

- (7) Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. [Reference: Education Code Sections 44321 and 44452](#).

The Intern MOU is only signed with public school districts ([see list of MOU agreements](#)).

- (8) Early Program Completion Option. (Does not apply to an Education Specialist intern program)** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards

- Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the [Reading Instruction Competence Assessment \(RICA\)](#) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. ([Reference: Education Code Section 44468](#)).

General Education Interns have the opportunity to choose the Early Program Completion Option to earn their preliminary teaching credential. Staff in the Credential Student Service Center respond to inquiries from interns about this Option. To provide clarity, future General Ed Intern handbooks will provide a link to the CTC website.

- (9) Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. ([Reference: Education Code Section 44325 \(b\)](#)).

Each intern certificate issued by CSU East Bay is valid for two years.

- (10) Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

The Intern MOU stipulates that interns do not displace certificated employees ([see MOU page 1, clause 1.7](#)).

- (11) Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Cal State East Bay's internship program has increased due to strong demand for interns from 22 active partnerships with local school districts. District personnel report that they must hire interns due to a state-wide teacher shortage. In the past year, for example, the number of interns increased from 43 to 54 ([see current list of districts with Intern MOU Agreements](#)).

- (12) Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. ([Reference: Education Code Section 44325 \(c\) \(4\)](#)).

Not applicable. CSUEB does not offer this authorization.

D. Preconditions for Preliminary Education Specialist Teaching Credential Programs

In addition to the Commission's ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

Preliminary Education Specialist Programs at CSU East Bay

Candidates enter the Preliminary Education Specialist Programs with authorization for teaching students with Mild-Moderate or Moderate Severe Disabilities. There are two pathways of entrance in the program: TED/SPED and SPED only. Candidates who do not hold a valid multiple or single subject teaching credential must enter the Education Specialist Program as a dual credential TED/SPED candidate. Completion of the program leads to the recommendation for the Preliminary Multiple Subject Credential and Preliminary Education Specialist Credential with authorization for teaching students with Mild Moderate or Moderate Severe Disabilities. Candidates in the TED/SPED program take all of the courses for the Multiple Subject credential program except for one quarter of student teaching in general education. The 8 unit final student teaching experience in the Education Specialist Program fulfills the requirements for Multiple Subject and Education Specialist Credentials.

Candidates who already hold a valid Multiple Subjects or Single Subject teaching credential WITH ELD/CLAD authorization may enter the education Specialist program as a SPED only candidate. Individuals who hold the Multiple Subjects or Single Subject Credential and do not have ELD authorization must complete a CTC approved ELD/CLAD program prior to entry in the SPED pathway.

Precondition

(1) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Sections 44227, 44253.1, and 44283.*

All candidates in the Education Specialist Mild/Moderate or Moderate/Severe Disabilities Credential programs are prepared to demonstrate knowledge of developing English Language skills among all pupils including students for whom English is a second language. Individuals enter the credential programs through one of two pathways: TED/SPED or SPED only. Candidates who enter the program through the TED/SPED program complete the current requirements for both Education Specialist and Multiple Subject Credentials. Candidates who enter the program through the SPED only pathway hold a valid California Multiple or Single Subject Credential with ELD Authorization.

The TED/SPED course of study includes courses for the embedded English Language Development (ELD) authorization within the Multiple Subject credential. In this pathway candidates complete:

[TED 5355](#) - Equity and Diversity/Teaching English Learners A

[TED 5366](#) Equity and Diversity/Teaching English Learners B

Candidates who enter the program through the SPED only pathway, are required to hold a valid California Multiple or Single Subject Credential with CLAD or ELD authorization. Thus, candidates have already demonstrated their knowledge of developing English language skills among students for whom English is a second language. Candidates who hold valid California Multiple or Single Subject teaching credential without CLAD or ELD authorization, must obtain such authorization prior to entry into the program. In such situations candidates are informed of their options to meeting the requirements for ELD authorization including completion of a Commission approved ELD program or obtaining a passing score on the California Teaching of English Language (CTEL) examination. Once successfully completed candidates submit proof of completion to the Credential Student Service Center. The proof of completion is placed in the candidate's file and accompanies the candidate's application for the Education Specialist credential.

Candidates must demonstrate effective practices for developing English language skills, including reading during their fieldwork experiences (see [Mild Moderate example](#) and [Moderate Severe example](#)). Candidates' competence is determined by the Cooperating/Master Teacher and the University Supervisor.

The Program Coordinator and the Credential Analyst verify candidate's completion of the ELD requirements prior to recommendation for the credential (see [Candidate Progress Tracking example](#)).

- (2) **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

California State University East Bay (CSUEB) determines, prior to admission to the Education Specialist Mild/Moderate and Moderate Severe Disabilities credential program, has met the subject matter preparation requirement, or its equivalent.

The Credentials Student Service Center (CSSC) tracks the admission process and verifies that applicants have all requirements for admission. Included in their responsibilities are the maintaining records from applicants regarding their status vis a vis subject matter preparation.

Applicants for the TED/SPED pathway are notified of this requirement in information sessions and in the [Admissions Handbook \(see Section 5, page 8\)](#).

Applicants for the SPED only pathway are notified of this requirement in information sessions and in the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Program ([see SPED Handbook Section 5.0, page 11](#)).

- (3) Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code Section 44227.*

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall

1. Pass the Commission-approved Multiple Subject, subject matter examination; or
2. Pass a Commission-approved subject matter examination in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.

The Credentials Student Service Center (CSSC) tracks candidate progress during their enrollment in the program and verifies that candidates have all requirements prior to being given whole class instructional responsibilities in a K-12 classroom. In addition all candidate applications are reviewed by the Program Coordinator and program faculty ([see Admissions Checklist](#), [Candidate Progress Tracking example, requirements section](#), and Program Completion Form for [Mild Moderate](#) and [Moderate Severe](#)).

TED/SPED applicants are notified of this requirement in orientation and in the [Multiple Subject Program Handbook](#) ([see Section 5 on pages 8-9](#)). This information is also found in the [Education Specialist Programs Handbook](#) ([see Section 5 on pages 11-12](#)).

SPED only applicants must submit their valid Multiple or Single Subject credential along with the requirements presented for TED/SPED candidates ([see Education Specialist Programs Handbook, Section 5 on page 11](#)).

Candidates in the SPED only pathway must submit the original score report from an approved examination or evidence of completion of a subject approved program prior to recommendation for the credential ([see Candidate Progress Tracking example, requirements section](#)).

- (4) Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code Sections 44225(a), 44227,) and 44283.2(a).*
- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
 - Satisfaction of the Basic Skills Requirement
 - Completion of an accredited professional preparation program
 - Completion of the subject matter requirement

- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

Candidate's progress through the program is monitored by the Program Coordinator. Completion of coursework and other requirements are signed off by the Program Coordinator on the Program Completion Form (see [Mild Moderate](#) form and [Moderate Severe](#) form). A complete evaluation of the candidate's file by the Program Coordinator and a credential analyst is conducted prior to the candidate's application for recommendation for the Education Specialist Credential.

The CSSC maintains all records for candidates during the program. Records of requirements necessary to recommend a candidate are kept in a database. Candidates are informed of progress at the end of each academic term ([see Candidate Progress Tracking example, email section](#)).

In addition to the material above, the Program Coordinator must sign off on a Program Completion form (see [Mild Moderate](#) form and [Moderate Severe](#) form) that is forwarded to the Credential Analyst prior to the processing of the candidate's application for recommendation for the credential.

Candidates completing the Education Specialist Mild/Moderate or Moderate/Severe credential program through the TED/SPED pathway must successfully pass the Passage of the Reading Instruction Competence Assessment (RICA) prior to recommendation for the Education Specialist or Multiple Subject Credential. The Program Coordinator and the Credential Analyst verify completion of the completion of the RICA ([see Candidate Progress Tracking example, requirements section](#)).

Education Specialist Internship Preconditions

(1) Bachelor's Degree Requirement. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

All applications are initially screened and processed through the CSUEB Credential Student Services center, and the Credential applications contain the linked Application Checklist online, which lists each requirement including the Bachelor's Degree ([see Admissions Checklist](#)).

The program works closely with partnering Tk-12 districts to maintain high standards for candidates who complete field work requirements under an intern credential. Any candidate desiring to become an intern must first seek approval from the program coordinators. TED/SPED candidates may only intern in the second year. SPED only candidates may work as interns during the first and second years of the program ([see Education Specialist Programs Handbook section 6.2, page 12](#)).

The approval form is published online ([see Approval Form](#)). The CSSC then tracks that candidates have all the requirements for an intern credential – including the bachelor's degree – prior to submitting paperwork to the CTC.

All candidates are notified of these requirements during program orientation and in the [Intern Manual](#) (see [Section 2, page 4](#)).

(2) Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach. Each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).

The Credentials Student Service Center (CSSC) tracks candidate progress during their enrollment in the program and verifies that candidates have all requirements prior to being recommending them for an intern credential. Applicants are notified of this requirement in orientation and in the [Education Specialist Programs Handbook \(see Section 6.2, page 12\)](#) and in the [Intern Manual \(see Section 2, page 4\)](#).

See Precondition 13 above, as it is the same process for all Education Specialist candidates and prospective Interns, the latter of whom must be admitted to the Education Specialist program and be students in good standing.

(3) Pre-Service Requirement.

(a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.

(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.

Candidates *may* be eligible for the Education Specialist Internship at CSUEB by demonstrating their 120 clock hours of pre-service in one of two ways: 1-They hold a general education Multiple or Single Subject CA credential including classroom management, Reading/ELA, human development, ELD/CLAD authorization and the introductory special education /inclusive education coursework, or 2) they are candidates in good standing in the TED-SPED dual credential program of general and special education (Multiple Subjects + either Education Specialist Mild-Moderate Disabilities or Education Specialist Moderate-Severe Disabilities) and ***have completed the first full year*** (4 quarters) of that program including all Multiple Subjects coursework with two quarters of general education student teaching, and the first year of Education Specialist work with one university supervised fieldwork with a CSUEB Master Teacher, as well. See the program information and brochures ([Traditional](#) and [Intern](#)) at the [Special Education website](#), and the [Education Specialist Program Intern Handbook](#).

The Multiple Subject program including TED/SPED begins in the summer quarter. During the summer all candidates take courses that allow them to be Intern compliant when they begin field work in the fall.

- [TED 5311](#) Classroom Environment, (2 qtr units),
- [TED 5351](#) Psychological Foundations of Education and Planning for Instruction, (4 qtr units),

- [TED 5352](#) Curriculum and Instruction: Reading/Language Arts in the Elementary School A, (3 qtr units), and
- [TED 5355](#) Equity and Diversity/Teaching English Learners A, (3 qtr units).

Since SPED only candidates already hold a valid Multiple Subject or Single Subject credential with ELD/CLAD authorization, they have met the 120 hours of instruction required for the intern credential.

(4) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

- Provisions for an annual evaluation of the district intern.
- A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.
- Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild moderate and *moderate –severe disabilities, added here by CSUEB*.
- Instruction, during the first year of service, for interns teaching in bilingual classes in the culture and methods of teaching bilingual children with mild and moderate disabilities (or *moderate –severe disabilities, added here by CSUEB*)

The university has a signed Memorandum of Understanding with each district or school employing interns. Under that MOU, biannual evaluations are required. The requirements for Intern support are considered to be the professional development plan. The program calls this the [Individualized Intern Plan \(IIPS\)](#). The contents of the IIPS are communicated to interns in the Education Specialist Programs [Intern Manual Section 5.0, page. 7](#). Intern support, including evaluation procedures, is spelled out in the [MOU \(see Appendix B\)](#).

Candidates eligible for internships either: hold a valid multiple or single subject credential with ELD/CLAD authorization or are in the second year of the dual credential TED/SPED program. Thus candidates holding valid multiple or single subject credentials have met the content requirements in the standard. By the second year of the program TED/SPED candidates have completed all of the required coursework for the multiple subject credential. A list of multiple subject credential courses including courses covering culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities is listed in the [Education Specialist Program Handbook \(see page 15\)](#).

Interns complete the same university program of study as non-interns. The internship replaced the student teaching placement. Interns complete an additional course each quarter of the internship EPSY 6770 ([Mild Moderate 6770](#) or [Moderate Severe 6770](#)). This course provides for additional support though supervision and seminar time.

(5) Supervision of Interns.

- In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

The university has a signed Memorandum of Understanding with each district or school employing interns. Under that MOU, the support and supervision requirements are laid out in the [MOU \(see Appendix B\)](#). The program ensures compliance using an app called MyInternship Journal. This is communicated to Interns in the [Education Specialist Intern Manual \(see Sections 5 and 6, page 7\)](#).

CSU East Bay's revised Memorandum of Understanding that aligns with CTC PS-13-06, June 2003, and PS 14-04 from March 2014, notes within it that partner school districts will contribute to the Intern's increased support from the he University Supervisor with a contribution of \$2000.00 per Intern but requires no reduction of Intern salaries by school districts to fund that support ([see MOU page 1, clause 1.6](#)).

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

Candidates are only recommended for Intern credentials with a job offer letter from the employing entity. The job offered must comply with CTC regulations. This is communicated to candidates in the Intern Application and Approval forms <http://www.csueastbay.edu/ceas/cssc/files/docs/cssc-ted-sped-intern-credential-application-processing-app--receipt-03-2015-fillable.pdf>. The Intern MOU stipulates that the interns' services meet the districts instructional or service needs ([see MOU, page 1, clause 1.8](#)).

CSUEB prospective Education Specialist Interns proceed through a rigorous review to apply for their Internship positions, which begins with the formal approval to seek an internship, that must be provided by the respective Special Education Program Coordinator, at which point these Coordinators, (their Special Education faculty advisers) will review with the candidate the employment assignment and Intern requirements that are also outlined in the revised [Special Education Intern Handbook \(Section 2, page 4\)](#). Following that approval, Candidates may seek employment in an approved school district with an active MOU that cites LEA support of the CTC revised requirements. Interns will then proceed through the approved CEAS Internship process, and their offer of employment will be verified by the Credential Student Services Center to assure that it is in the credential area (Mild-Moderate or Moderate-Severe Disabilities) that the candidate is obtaining.

All program requirements are the same for Education Specialist Interns as they are for Education Specialist student teachers at CSUEB, with the addition of enhanced supervision visit requirements and enrollment in EPSY 6770 Internship. Through this coursework and supervision, specific goals are set and monitored with the Intern, and the LEA District Support Provider and University Supervisor. An [Individual Intern Plan \(IIP\)](#) is developed by the team who works

together with the candidate on these goals ([see Intern Handbook, pages 4-6 starting with Section 2](#) and see also [section 5 on page 7](#)) for each of the respective credential areas.

(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: [Education Code Sections 44321 and 44452](#). (This may include charter schools and officially designated non-public schools as well).

The Intern MOU is only signed with public school districts; public charter schools operating under the auspices of the public school district are included in the intern program ([see list of Districts with MOUs](#)). All program requirements are the same for Education Specialist Interns as they are for Education Specialist student teachers at CSUEB, with the addition of enhanced supervision visit requirements and enrollment in EPSY 6770 Internship. Through this coursework and supervision, specific goals are set and monitored with the Intern, and the LEA District Support Provider and University Supervisor. An [Individual Intern Plan](#) (IIP) is developed by the team who works together with the candidate on these goals ([see Intern Handbook, pages 4-6 starting with Section 2](#) and see also [section 5 on page 7](#)) for each of the respective credential areas.

(8) Early Completion Option

The Early Completion route is not applicable to Education Specialist Programs.

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate or *moderate severe* (CSUEB added) disabilities. Reference: Education Code Section 44325 (b).

The CSUEB CSSC monitors the candidates with Intern credentials as well as the faculty of the Education Specialist programs. The CSSC database contains all coursework and requirements completed ([see Candidate Progress Tracking Example, requirements and grades sections, pages 9-12](#)). Interns complete their credentials within 2 years. All are expected to make regular progress in the program; meet with their advisor quarterly, take all coursework as scheduled in sequence and complete all additional fieldwork requirements and courses within the same time frame as student teachers ([see Intern Handbook, Section 2, pages 4-5](#)).

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

The Intern MOU stipulates that interns do not displace certificated employees ([see MOU page 1, clause 1.7](#)).

(11) Justification for Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when

applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

As detailed in the original 2003 CSUEB Internship Program application and annual reports through 2011, as well as in CTC annual Reports to the Legislature and as referenced above, there is a significant need for highly qualified Education Specialists throughout California ([see SMCOE article on shortage](#)).

Currently CSUEB has MOU's with districts in five bay area counties ([see list of Districts with MOUs](#)).

(12) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Cross cultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

This precondition is not applicable to the Education Specialist Programs.

Education Specialist: All Added Authorization

Autism Added Authorization Preconditions

(1) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.

Candidates accepted into the CSUEB Autism Added Authorization program have either completed a Level 1 or Preliminary Education Specialist credential or be in the process of doing so. The Autism Authorization program coordinator meets with the candidate to review the [Authorization Evaluation form](#) after completion of their preliminary credential program. The candidate then takes the evaluation form to the CSSC (Credential Student Services Center) where credential analysts review the application to apply for a credential with the added authorization or to add the autism authorization to an existing credential. CSSC staff will not process the authorization application without documentation of credential completion and the signed authorization evaluation form.

(2) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

CSU East Bay does not offer the full Clear Education Specialist Program. However, the autism authorization courses may be used as an area of emphasis for the Clear Education Specialist in which the student is enrolled. The emphasis will be noted on the Bridging document (see [MM Bridging Document](#) or [MS Bridging Document](#)) and the program coordinator will write to the district (or other) Clear program documenting that the candidate is completing or has completed the CSUEB Autism Authorization program.

Early Childhood Special Education Added Authorization Preconditions

(1) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild Moderate/Moderate Severe or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

All prospective candidate applications for the ECSE AA program are reviewed by the Program Coordinator to determine that the individual holds an appropriate Education Specialist Credential or are currently enrolled in an Education Specialist Credential program and will complete the program prior to completing the ECSE AA program ([see ECSE Program Application](#)). Applicants who are concurrently completing an Education Specialist program must apply for their Preliminary Credential and show proof of Commission on Teacher Credentialing granting their preliminary credential to the Program Coordinator before submitting their documents to apply for the Added Authorization for Early Childhood Special Education.

E. Preconditions for Specialist Credentials and Certificates

Reading Certificate (Added Authorization) and the Reading and Language Arts Specialist

NOTE: Cal State East Bay only offers the Reading and Literacy Added Authorization

- (1) Prerequisite Teaching Credential.** A college or university that operates a program for the Reading Certificate and/or the Reading and Language Arts Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a valid teaching credential as specified in [Education Code Section 44203\(e\)](#).

Candidates submit verification of the prerequisite teaching credential with their application to the RLAA Program. The CSSC verifies the candidate's possession of a valid teaching credential as specified in [Education Code Section 44203\(e\)](#) ([see RLAA Handbook, Application Documents section on page 2](#)) via the CTC website. The CSSC documents the verification of the credential in the credentials database ([see Candidate Progress Tracking example, requirements section](#)). Following completion of the Reading and Literacy Added Authorization, all credential application documents are submitted to and reviewed by the Teacher Education Department's Credential Student Service Center (CSSC). Upon satisfactory completion of the requirements, the CSSC submits the application to the CTC.

- (2) Teaching Experience.** A college or university that operates a program for the Reading Certificate and/or the Reading and Language Arts Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.

Verification of Experience of three years of successful full-time teaching experience in any grades preschool through adult while holding an emergency credential or permit is confirmed via document signed by the applicant's employer ([see RLAA Handbook, page 10](#)). This document is then submitted to the CSSC. The CSSC documents the verification in the credentials database ([see Candidate Progress Tracking example, requirements section](#)). Following completion of the Reading and Literacy Added Authorization, all credential application documents are submitted to and reviewed by the RLAA Coordinator and the Teacher Education Department's Credential Student Service Center (CSSC). Upon satisfactory completion of the requirements, the CSSC submits the application to the CTC.

F. Preconditions for Services Credentials

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Services Credentials listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional preconditions.

Preliminary Administrative Services

(Adopted February 2014)

(1) (Valid Credential). Possess one of the following valid credentials:

- (a) a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
- (b) a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
- (c) a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

[Education Code section 44270\(a\)\(1\) and Title 5 of the California Code of Regulations section 80054\(a\)](#)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to possess the appropriate prerequisite credential prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

All applicants, including interns, are required to submit documentation that they possess a clear teaching credential at the time of application to the Preliminary Administrative Services Program. They do this by printing a copy of their clear teaching credential from the CTC web site and submitting it with the other application materials. The requirements are specified on the [program webpage](#). The program coordinator and CSSC staff verify that all requirements have been met prior to considering the candidate's application ([see Candidate Progress Tracking example, requirements section on page 7](#)).

(2) (Basic Skills). Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute. [Education Code section 44252\(b\) and Title 5 of the California Code of Regulations section 80054\(a\)](#)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify the basic skills requirement has been met prior to

recommendation for the intern credential and the assumption of intern administrative responsibilities.

All applicants, including interns, are required to demonstrate satisfactory completion of the Basic Skills Requirement (e.g., CBEST) by submitting a copy of their CBEST score report with the application ([see program webpage, #5](#)).

The program coordinator and CSSC staff verify that all requirements have been met prior to considering the candidate's application ([see Candidate Progress Tracking example, requirements section on page 7](#)).

(3) (Prior Experience). Verification of one of the following prior to being recommended for the preliminary credential

- (a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);
- (b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology, or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
- (c) a combination of (a) or (b).

All applicants, including interns, are required to submit a **CTC Verification of Experience Form, 41-EXP**, verifying a minimum of five years full-time K-12 teaching or service experience under a credential. The form must be signed by a district-level human resources representative or a credential official. This requirement is specified on the webpage ([see program webpage, requirement 4](#), see [Application documents page, Verification of Experience Form Instructions](#) and see also [Verification of Experience Form](#)). The program coordinator and CSSC staff verify that all requirements have been met prior to considering the candidate's application.

[Education Code section 44270\(a\)\(2\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(4\)](#)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

(4) (Preliminary Administrative Services Credential). Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 7/2013). [Education Code section 44270\(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(2\)](#)

The Credential Student Service Center at California State University East Bay verifies that intern candidates have met the basic skills requirement prior to recommendation for the intern credential and the assumption of intern administrative responsibilities. ([see program webpage, requirement 5](#) and see also [Candidate Progress Tracking Example, requirements section, page 7](#)).

(5) (Offer of Employment). Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but

does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position. [Education Code section 44270\(a\)\(4\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(6\)](#)

The Credential Student Service Center at California State University East Bay verifies an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the California State University East Bay Program will recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position ([see Candidate Progress Tracking example, requirements section](#)).

Administrative Services Credential Clear Induction

(Adopted December 2013)

- (1) (Valid Credential).** Possess a valid California preliminary Administrative Services Credential. [Education Code section 44270.1\(a\)\(1\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#)

The Credential Student Service Center (CSSC) at California State University East Bay verifies that candidates possess a valid California preliminary Administrative Services Credential. This requirement is listed on the Administrative Services webpage and tracked by the CSSC (see [webpage, #2 bullet point 5](#) for requirement listing and see [Candidate Progress Tracking example, requirements section](#)).

- (2) (Offer of Employment).** Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). [Education Code section 44270\(a\)\(4\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(6\)](#)

The Credential Student Service Center at California State University East Bay verifies a candidate offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). The CSSC documents employment in the credentials database ([see Candidate Progress Tracking example, requirements section](#)).

- (3) (Individualized Plan).** An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. [Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#)

The Department of Educational Leadership in the College of Arts and Allied Studies at California State University East Bay verifies that this entity operating a program for the Clear Administrative Services Credential will provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. The induction plan is continuously developed during the program in specific courses and the CSSC tracks course completion (see syllabi examples – EDLD 6817, [Course Description on page 1](#) and [Scope of Work on page 2](#), see EDLD 6860, [Course Objective 2 on page 2](#), see Also [Candidate Progress Tracking example, grades section](#)).

In addition to the Commission’s General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

- (4) (Verification of Experience).** Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1). [Education Code Section 44270.1 \(a\)\(2\)](#) and [Title 5 of the California Code of Regulations section 80054\(g\)\(1\) and \(g\)\(2\)\(B\)](#)

The Credential Student Service Center at California State University East Bay verifies candidates two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1). The CSSC documents employment in the credentials database ([see Candidate Progress Tracking example, requirements section](#)).

- (5) (Completed CTC Approved Program).** Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013). [Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(3\)\(A\)](#)

The Credential Student Service Center at California State University East Bay verifies that candidates have completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013). The CSSC documents verification in the credentials database ([see Candidate Progress Tracking example, requirements section](#)).

Pupil Personnel Services

- (1) Specialization Requirements.** A college or university that operates a program of professional preparation shall have a curriculum that meets the requirements of (a) and one or more of (b), (c), (d), and (e) as specified below. *Statutory basis: Title 5 California Code of Regulations, Section 80632, Article 2, Professional Preparation Programs.*

- (a) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.

The importance of academic advising for public school students is emphasized in the following courses:

- [EPSY 6711](#) – Career Life Planning
- [EPSY 6767](#) – Academic Counseling in Schools

- (b) Credit for successful completion of a program of study for the **school counselor specialization** shall be: Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours of post baccalaureate study.

Credit for successful completion of the **school counselor specialization** is equivalent to a minimum of 72 quarter units ([see University Catalog, Requirements for M.S. in Counseling section](#)).

- (c) Credit for successful completion of a program of study for the **school social work specialization** shall be: Equivalent to a minimum of 45 semester units or 67.5 quarter units; or 675 classroom hours of postgraduate study.

N/A

- (d) Credit for successful completion of a program of study for the **school psychologist specialization** shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.

Credit for successful completion of the **school psychology specialization** is equivalent to a minimum of 90 quarter units ([see University Catalog, Requirements for M.S. in Counseling and School Psychology sections](#)).

- (e) Credit for successful completion of a program of study for the added **child welfare and attendance services specialization** shall be: Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.

N/A

G. Preconditions for Other Related Services Credentials

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Other Related Services Credentials listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional preconditions.

Preliminary Speech-Language Pathology

- (1) **(Masters Degree).** A Commission-accredited program sponsor shall determine prior to recommending a candidate for a credential, that the candidate holds or has been recommended for a master's degree in Speech-Language Pathology from a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation.

The department chair (or an authorized faculty member) conducts an exit interview with each student at the end of his/her academic program to verify that the student has completed all the clinical and academic requirements for the master's degree. A candidate in the Speech-Language Pathology graduate program receives individual advising throughout the course of the Master's degrees to ensure completion of all coursework and clinical practica to meet the degree requirements as outlined in the [MS Unofficial Degree Audit form \(see the Requirements section listing the courses on the left of the form and the key points of Advising column on the right\)](#). If the student holds a master's degree from another institution, the faculty member ensures that the program is ASHA-accredited. The faculty member then signs the form and refers the student to the Credential Student Services Center (CSSC) so the credential analysts can verify eligibility and recommend to the CTC that the student receive the credential ([see the Credential Processing Form](#)).

Part Three Matrix of Approved Programs

Credential Program	Delivery Model	Location	Current Enrollment	Program Completers 15-16
Single Subject Credential: English, math, science, social studies, art, music, world languages, physical education	Traditional	Hayward Concord	44 9	39 19
Single Subject Credential: English, math, science, social studies, art, music, world languages, physical education	Intern	Hayward Concord	29 18	20 7
Multiple Subject Credential	Traditional	Hayward Concord	72 31	50 27
Multiple Subject Credential	Intern	Hayward Concord	20 3	17 2
Reading and Literacy Authorization	Traditional	Pleasanton (DCIE)	21	4
Ed. Specialist: Mild/Moderate (M/M)	Traditional	Hayward	21	6
Ed. Specialist: Mild/Moderate (M/M)	Intern	Hayward	17	5
Ed. Specialist: Moderate/Severe (M/S)	Traditional	Hayward	5	3
Ed. Specialist: Moderate/Severe (M/S)	Intern	Hayward	1	1
Early Childhood Special Education Added Authorization	Traditional	Hayward	--	--
Autism Spectrum Disorders Added Authorization	Traditional	Hayward	--	--
Preliminary Administrative Services	Traditional	Hayward East Contra Costa West Contra Costa San Mateo Fremont Oakland Pleasanton Online	46 31 20 6 6 1 0 27	18 27 26 22 10 0 1 20
Preliminary Administrative Services	Intern	Hayward East Contra Costa West Contra Costa San Mateo Fremont Oakland Pleasanton Online	3 0 0 0 0 0 0 0	3 2 0 3 0 0 0 0
Administrative Services Credential Clear Induction	Traditional	Hayward	36	8
Pupil Personnel Services: School Psychologist	Traditional	Hayward	34	10
Pupil Personnel: School Counselor	Traditional	Hayward	27	12
Speech Language Pathology (SLP)	Traditional	Hayward	53	36