PRECONDITIONS REPORT

PREPARED FOR THE
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

BY THE
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, FRESNO

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I. SPECIAL CHARACTERISTICS OF THE INSTITUTION

California State University, Fresno
Kremen School of Education and Human Development
“Leadership for Diverse Communities”

California State University, Fresno is central California's major regional university. The campus site includes a 388-acre main campus and a 1011-acre University Farm. A Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander-Serving Institution (AANAPISI), the University enrolled more than 22,500 students, and approximately 4,900 students completed work for bachelor's, master's and doctoral degrees by Commencement 2013.

The Kremen School of Education and Human Development (KSOEHD) is committed to developing the knowledge, skills, and values for educational leadership in a changing, diverse, and technologically complex society. Collaboration with the educational community and all constituents of the University is at the center of the KSOEHD Conceptual Framework. The design and content of curriculum founded upon research in the academic and professional disciplines, best professional practice, and national and state standards and guidelines provide the make up for the Conceptual Framework.

Theme
Leadership for Diverse Communities

Vision
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission
The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Organizational Structure and Programs

The Kremen School of Education and Human Development (KSOEHD), one of eight schools in the university, has four departments:

- Counselor Education and Rehabilitation
- Curriculum and Instruction
- Educational Research and Administration
- Literacy, Early, Bilingual, and Special Education
Because of the collaborative relationship between the KSOEHD and other schools and colleges within the university, teacher preparation is truly an all-university endeavor. The KSOEHD houses the following credential programs:

**Basic Credential Programs**
- Preliminary Multiple Subject
- Multiple Subject Internship
- Preliminary Single Subject
- Single Subject Internship
- Education Specialist, Mild/Moderate and Moderate/Severe
- Education Specialist Added Authorization: Autism Spectrum Disorders
- Education Specialist Internship, Mild Moderate and Moderate/Severe

**Administrative Services Credential Programs**
- Preliminary Administrative Services
- Preliminary Administrative Services Internship
- Professional Clear Administrative Services – Standards based

**Specialist Credential and Certificate Programs**
- Early Childhood Education Specialist
- Reading/Language Arts Specialist
- Reading Certificate
- Multiple Subject Bilingual Authorization, Spanish and Hmong

**Pupil Personnel Credential Programs**
- Pupil Personnel Services - School Counseling

The following credentials are housed outside the KSOEHD:

**Department of Communicative Disorders and Deaf Studies**
- Education Specialist, Deaf and Hard of Hearing
- Speech Language Pathology Services

**Department of Social Work Education**
- Pupil Personnel Services
- Child Welfare & Attendance Services

**Department of Psychology**
- Pupil Personnel Services - School Psychology

**Department of Nursing**
- School Nurse

**Department of Animal Sciences and Agricultural Education**
- Agricultural Specialist
II. **GENERAL PRECONDITIONS FOR PROFESSIONAL PREPARATION PROGRAMS**

A. General Preconditions Established by the Commission: All Programs

(1) **Accreditation and Academic Credit**

To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by a college or university that:

(a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations

On March 2, 2005, a letter was sent to President John D. Welty from Ralph A. Wolff, Executive Director, Western Association of Schools and Colleges (WASC) reaffirming Fresno State’s accreditation and scheduling the next Educational Effectiveness Review for fall 2014. The campus is currently preparing for this next visit.

Letter re: [WASC accreditation](http://www.wasc.org)

University [WASC webpage](http://www.fresnostate.edu)

(b) grants baccalaureate academic credit or post baccalaureate academic credit, or both.

California State University, Fresno grants both baccalaureate and post baccalaureate credit.

Fresno State General Catalog, [Degree Programs, Majors, and Minors](http://catalog.fresnostate.edu)

(2) **Responsibility and Authority**

To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).

The Dean of the Kremen School of Education and Human Development (KSOEHD), who reports directly to the Provost and Vice President for Academic Affairs, is the chief academic fiscal and administrative officer in the School. In this capacity the Dean is responsible for ongoing oversight of all credential preparation programs offered by California State University, Fresno. Fresno State does not have credential programs offered by the Division of Extended Education. The Dean also can serve as director of Teacher Education for the university or, in consultation with the Provost, may appoint an individual to serve in this position.

Teacher Education Governance [Program Review and Approval Document, p. 2](http://www.fresnostate.edu)

(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.

The Director of Teacher Education, who can also be the Dean of the KSOEHD or who is appointed by the Dean in consultation with the Provost, is delegated full responsibility by the President and by the Provost for administering the laws and policies for all credential programs offered at Fresno State. Serving in this capacity the director is to serve as liaison with all local, state, national, and international agencies with bearing on the credential programs. The managers who coordinate each credential program offered by the institution are titled Program Coordinators. The Fresno State Academic Policy Manual does not define the role of the program coordinator as assigned in the KSOEHD; therefore the Program Coordinators’ roles and responsibilities are delineated in the KSOEHD Faculty Assembly Constitution.

KSOEHD Faculty Assembly Constitution, p. 27 Article VIII Section 2

(3) Personnel Decisions

To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

California State University, Fresno makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include such areas as admission, retention, or graduation of students, as well as decisions regarding the employment, retention, or promotion of employees.

University catalog Nondiscrimination Policy

University EEO and Diversity website

(4) 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 be operated. 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. All programs have been granted initial program accreditation.
(5) **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. All programs have been granted initial program accreditation.

(6) **Commission Assurances**

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must

(a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission;

(b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and

(c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.

Not applicable. All programs have been granted initial program accreditation.

(7) **Requests for Data**

To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to program enrollments, program completers, examination results and state and federal reporting within the time limits specified by the Commission.

The Kremen School of Education and Human Development has cooperated in the past and intends to continue to fully cooperate and respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
B. General Preconditions Established by State Law: Various Programs

(8) Faculty Participation

Each post-secondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b).

All full-time and part-time faculty in the Kremen School of Education and Human Development who teach a professional methods course actively participate in a public school and classrooms on a regular basis. Many faculty supervise student teachers. Other activities include participation in site-based partnerships, involvement in professional development of site-based educators, and serving on boards or other organizations directly involved in public school education.

Although exempt from this precondition per Education Code Section 44227.5 (d) because they are housed outside the KSOEHD, faculty in both the Agricultural Specialist and Deaf and Hard of Hearing Education Specialist programs also regularly participate in public school and classrooms.

KSOEHD Methods faculty Participation in Schools

(9) California Basic Educational Skills Test

In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test 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).

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

The KSOEHD requires all preliminary credential applicants to have met one of the permitted options to meet the basic skills requirement. Applicants using CBEST must have at a minimum passing scores (41) in both the Reading and Writing subtests. All parts of the CBEST must be passed as a condition for enrollment in final student teaching. For Services Credentials, Specialist Credentials (other than Preliminary), and Internship Programs, applicants must provide evidence of having passed all parts of the CBEST as a condition of admission.

Applicants are informed about the Basic Skills requirement through orientations, program applications, and statements in the catalog. The Admissions Technician or program coordinator verifies compliance.
The following links, except where otherwise noted, are to the program admission requirements stated in the university catalog.

- Multiple Subject Credential Program
- Multiple Subject Bilingual Authorization
- Single Subject Credential Program
- Preliminary Education Specialist Credential Program
- Level II Education Specialist Credential Program
- Early Childhood Education Specialist Credential Program
- Administrative Service Credential Program
- Reading/Language Arts Specialist Credential Program
- Reading/Language Arts Certificate
- School Counseling Credential Program
- Agriculture Specialist (candidates meet this requirement as part of the Single Subject Program application requirements).
- School Social Work Program Requirements
- Speech-Language Pathology Credential Application
- School Psychologist Program Handbook, p. 8, Admission Procedures
- School Nurse Services Program Application

Students who fail to pass all sections of the CBEST have a variety of options available to them for assistance. These options include: academic advising from faculty; student study groups; CBEST preparation manuals and/or classes available at Fresno State and surrounding community college sites; and the use of the Office of Services for Disabled Students for testing, instruction and technical support for qualifying students.

**Internship Programs:** Applicants for the Internship in Teaching programs (Multiple Subject, Single Subject, and Special Education) must have previously been accepted in a basic credential program at which time the Basic Skills requirement was verified.

- Teaching Internships Program Admission Requirements, University Catalog

**Certificate of Clearance**

A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities 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).

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.

**Basic Teaching Credentials:** All basic teaching credential program applicants are required to provide proof of a valid Certificate of Clearance or a current credential issued by the
Commission on Teacher Credentialing prior to commencement of field experience responsibilities for any program. The Admissions Technician or program coordinator verifies compliance.

- Multiple Subject Credential Program Admission Requirements, University Catalog
- Single Subject Credential Program Admission Requirements, University Catalog
- Preliminary Education Specialist Credential Program Admission Requirements, University Catalog

**Early Childhood Education Specialist, Reading/Language Arts Specialist Credentials and Reading Certificate:** Admission criteria for these programs require that applicants hold a valid basic teaching credential. Consequently, candidates have already completed the fingerprint and character identification process. The Admissions Technician or Program Coordinator confirms verification of the prerequisite credential.

  Advanced Credential/Certificate Program Application

**Agricultural Specialist Credential:** Agricultural Specialist Credential candidates meet this requirement as part of the Single Subject Program application requirements.

**School Counseling:** Applicants for the School Counseling program must obtain a Certificate of Clearance as part of the admissions procedure

  Counseling Program Application

**School Psychology:** Applicants for the School Psychology Intern program must obtain a Certificate of Clearance prior to their Year 1 practicum placement

  School Psychology Program Handbook, p. 41, Program Checklist
III. PRECONDITIONS FOR SPECIFIC PROFESSIONAL PREPARATION PROGRAMS

A. Multiple Subject Credential Programs

(1) Limitation on Program Length

The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. 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 Multiple Subject Credential Program, which consists of the coursework listed below, consists of 34 units, which can be completed in one year of full-time study.

Multiple Subject Advising Sheet, Course of Professional Study

The Multiple Subject Credential Program with BCLAD Emphasis requires an additional 6 units of professional preparation coursework during the credential program.

(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 3. Reference: Education Code Section 44320 (a).

The Multiple Subject Credential Program is a sequenced program with 11 units of coursework in the first semester, including a three-unit course, LEE 172, which focuses on English Language development. Candidates also have a fieldwork experience in which they work with individual students and small groups in reading and social studies. Candidates enroll in student teaching (EHD 178, EHD 170) following the completion of these 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.

Each course in the Multiple Subject Credential Program has been designed to prepare the students to demonstrate knowledge of alternative methods of developing English language skills. Catalog descriptions for the courses that assess these skills are listed below.
LEE 172. Cultural and Language Contexts of the Classroom
The impact of culture on teaching and learning in the elementary school. Language acquisition theory and instructional strategies for English learners. Promoting student success, including achievement of state-adopted content and language-development standards.

LEE 173. Teaching Reading and Social Studies in Grades 4-8
Teaching state-adopted English-Language Arts (4-8) content standards using research-based methods. Use a variety of assessments to determine students’ progress. Organizing, managing, and planning instruction for reading and social studies. Developmentally appropriate practices to make content accessible to all students.

LEE 177. Teaching Reading and the Arts in K-3
Assessment and instructional approaches for the balanced teaching of reading/language arts in the primary grades: using developmentally appropriate practices, studying state standards for literacy development and component strands for visual and performing arts, and selecting techniques for culturally/linguistically diverse 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, as defined in Interim Program Precondition 1. Reference: Education Code Section 44320 (a).

Students may enter the Multiple Subject Credential Program during the last semester of their senior year while concurrently completing no more than 9 units (3 courses) of coursework required to complete baccalaureate degree requirements.

Undergraduate students who are enrolled in the Liberal Studies Blended Program may apply and, if eligible, be enrolled in the Multiple Subject Program in their junior year.

Multiple Subject Program Admission Requirements, KSOEHD Webpage

(5) Program Admission
The sponsor of a multiple or single subject 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 Section 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 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.
Prior to admission, applicants for the Multiple Subject Program are required to demonstrate subject matter competence by passing all parts of the California Subject Examination for Teachers: Multiple Subjects (CSET). They verify completion of the requirement by submitting scores earned. Students in the Blended Program must pass the CSET prior to enrollment in final student teaching.

Requirements for Admission, #5, University Catalog

(6) 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 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).

Prior to admission, applicants for the Multiple Subject Program are required to demonstrate subject matter competence by passing all parts of the California Subject Examination for Teachers: Multiple Subjects (CSET). They verify completion of the requirement by submitting scores earned. Students in the Blended Program must pass the CSET prior to enrollment in final student teaching.

Requirements for Admission, #5, University Catalog

(7) Completion of Requirements
A college or university or school district that operates a program for the 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:

• Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution,
• Passage of the California Basic Education Skills Test (CBEST)
• 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 Teaching Performance Assessment,
• Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates. Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

Prior to recommending students for the Multiple Subject Credential, students must provide documentation to the KSOEHD Credential Analyst verifying that they have met all legal requirements.

Application for Multiple Subject Credential
B. Single Subject Credential Programs

(1) Limitation on Program Length
The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to post-graduate teacher preparation programs. 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 Single Subject Credential Program, which consists of 34 units of professional coursework, can be completed in one year of full-time study

Single Subject Credential Program Application, p. 4 Advising Form

(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 3. Reference: Education Code Section 44320 (a).

One 3-unit professional preparation course, CI 149, Research Based Planning and Instruction, is required before Single Subject Credential Program candidates may enroll in their initial student teaching course, EHD 155A, Student Teaching in the Secondary School.

Single Subject Credential Program Application, p. 4 Advising Form

(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.

The Single Subject Credential program requires students to take LEE 157, Teaching English Learners in Secondary Classrooms. The catalog description of this course is as follows:

LEE 157. Teaching English Learners in Secondary Classrooms
Educational issues, methodologies, and materials to improve students’ listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to 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, as defined in Interim Program Precondition 1. Reference: Education Code Section 44320 (a).

Students who have senior status may enter the Single Subject Credential Program.

[Single Subject Credential Program Admission Requirements, KSOEHD Webpage](#)

(5) **Program Admission**

The sponsor of a multiple or single subject 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 Section 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 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.

Single Subject Credential candidates must verify subject matter competence by completing an approved subject matter preparation program or passing the appropriate subject matter examination prior to being approved for admission to final student teaching. Their progress toward completion of a subject matter preparation program is assessed before admission to the program.

[Single Subject Credential Program Subject Matter Competency, KSOEHD Website](#)

As part of the admission process, Single Subject candidates are interviewed by the subject matter advisor in their subject area who assesses their status regarding subject matter competency.

(6) **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 Sections 44259 (b) (5).

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.
Single Subject Credential candidates must verify subject matter competence by completing an approved subject matter preparation program or passing the appropriate subject matter examination prior to being approved for admission to initial student teaching.

Single Subject Program Application, p. 7, Application for EHD 155A

(7) Completion of Requirements

A college or university or school district that operates a program for the 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:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution,
- Passage of the California Basic Education Skills Test (CBEST)
- 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 Teaching Performance Assessment,
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates. Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

In order to be recommended for a Single Subject Credential, students must provide documentation to the KSOEHD Credential Analyst verifying that they have met all legal requirements.

Application for Single Subject Credential
C. 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 Section 44453.

Multiple Subject, Single Subject, and Special Education Internship. Applicants to Internship Programs must show evidence of having completed a bachelor's degree from an accredited institution as a condition for admission. This requirement is verified by the Internship Office.

Teaching Internships Admission Requirements, University Catalog

Education Administration. Candidates for the Internship Credential program in Education Administration either must be admitted to the master's degree program concurrently with the internship or already possess a Master's degree from a regionally accredited institution. According to the Graduate and Post baccalaureate Admission criteria, to qualify for admission to the Master's degree program within the CSU System, a student shall “have completed a four year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association.” This requirement is verified by the Admissions Technician and the Program Coordinator as part of the credential application process.

School Psychology. To be admitted to the School Psychology Program, every student must hold a Bachelor’s Degree. Following admittance to the Program, every student must complete two full academic years of graduate coursework prior to beginning the internship in their third year of the program.

(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).

Multiple Subject and Single Subject Interns are required to have met the appropriate subject matter competency requirement as a condition of admission to the program.

Teaching Internships Admission Requirements, University Catalog

(3) Pre-Service Requirement
(a) Each Multiple and Single Subject Internship program must includes a minimum of 120 clock hours (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.
Applicants for the Multiple and Single Subject Intern programs must have met the requirements for final student teaching. For Multiple Subject, they must have completed the first two phases of the program. For Single Subject, they must have completed Phase 1 of the Two-Semester Schedule or Phases 1 and 2 of the Three-Semester Schedule.

Multiple Subject Program *Advising Form*
Single Subject Credential Program Application, p. 4 *Advising Form*

(b) Each Education Specialist Internship program includes a minimum of 120 clock hours (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.

Applicants for the Education Specialist Intern programs must have completed semester one (14 units) of the credential program prior to beginning their internship. Coursework includes:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEE 172</td>
<td>Cultural &amp; Language Contexts of the Classroom</td>
</tr>
<tr>
<td>LEE 173</td>
<td>Teaching Reading &amp; Social Studies in Grades 4-8</td>
</tr>
<tr>
<td>EHD 178</td>
<td>Field Study B</td>
</tr>
<tr>
<td>SPED 130</td>
<td>Assessing Students with Special Needs</td>
</tr>
<tr>
<td>SPED 145</td>
<td>Designing Effective Environments for Students with Disabilities</td>
</tr>
</tbody>
</table>

Education Specialist, Mild/Moderate, *Intern Advising Form*
Education Specialist, Moderate/Severe, *Intern Advising Form*

(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.

Each employing district must sign an Internship Agreement Form, which describes the roles of the Employing School District, the Intern, and the KSOEHD.

California State University, Fresno *Internship Agreement Form*
(5) Supervision of Interns

(a) In all internship programs, the participating institutions shall provide supervision of all interns.
(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.

Multiple Subject, Single Subject, and Special Education Intern Programs. The salary of Multiple and single Subject interns is reduced by 6% to cover the costs associated with supervision and professional development. The university provides a supervisor who periodically observes the intern, diagnoses difficulties encountered and prescribes remedial measures, and confers with the school-based cooperating teacher or administrator.

The Intern’s salary reduction also covers a variety of support systems during the two-semester internship. The following are examples of support:

- A one-week preservice training on classroom management;
- A one-day pre-teacher assessment used to elicit teacher behavior and diagnose strengths and areas for improvement;
- A start-up coach for three days at the beginning of the intern’s classroom experience;
- Four Saturday Professional Development Training Seminars each semester;
- Four substitute days a year for observations and conference attendance;
- $150.00 for classroom expenses;
- Funding to attend conferences, such as the Central Valley Science Workshop and the California League of High Schools Annual Conference.

California State University, Fresno Internship Agreement Form

Education Administration. The Educational Leadership and Administration Program does not require a reduction of salary of administrative interns. Supervisors are assigned by the district office of each district and in most cases are the principal or vice principal of the school in which the administrative intern is in an administrative position. The university works with the district to ensure that the supervisor selected has adequate successful experience as an administrator and is cognizant of the demands for intensive support and collaboration during the internship experience. As noted in the response to question 8 regarding instructor participation, the Educational Leadership and Administration Program assigns intern supervision to faculty members who have had successful experience as an administrator and also have current experience working with administrators in the local school district.

Administrative Fieldwork and Internship Agreement signed by each district and the Educational Leadership and Administration Program.

School Psychology. All interns are supervised for a minimum of four hours per week by university faculty and for a minimum of two hours per week by a field-based school
psychologist. Neither faculty nor field-based school psychologists receive any compensation for the supervision of interns other than their regular contracted salaries. No intern’s salary is reduced to pay for supervision. No individual support person ever supervises more than one intern and no more than three interns are ever placed in one district in any given academic year. The salary of the intern is not less than the minimum base salary paid to a regularly certificated person.

(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.

Multiple Subject, Single Subject, and Special Education. The Fresno State Internship Agreement Form stipulates that the employing school district agrees to “assign the intern to full time instructional duties, a majority of which will be comparable to those of certifies instructional personnel, and some of which will provide the opportunity to plan and conduct classroom instruction under conditions verifying teaching competency. This intern must meet the instructional needs of the district.”

California State University, Fresno Internship Agreement Form

Education Administration. The Educational Leadership and Administration Program requires the participating school district to prepare and sign two documents: The Administrative Intern Agreement and the Administrative Intern 6-point letter. The purpose of these two documents is to further clarify the requirements and responsibilities of the participating school district, the Educational Leadership and Administration Program, and the administrative intern.

School Psychology. Prior to internship all students complete two years of coursework and must pass the National Association of School Psychologists National Certification for School Psychologists Exam prior to being placed in the internship. All students are authorized to assume to the functions authorized by the regular standard credential with on-site and university-based supervision.

(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 Section 44321 and 44452.

Multiple Subject, Single Subject, Special Education. The Internship Agreement Form identifies the credential and the name of the district.

California State University, Fresno Internship Agreement Form
**Education Administration.** The internship Agreement and letter identifies the Internship credential and lists the district by name.

*Administrative Fieldwork and Internship Agreement*

**School Psychology.** The following districts participate in the School Psychology Credential Internship Program:
- Central Unified School District
- Clovis Unified School District
- Bakersfield Unified School District
- Delano School District
- Dos Palos School District
- Fresno County Office of Education
- Fresno Unified School District
- Madera Office of Education
- Merced Office of Education
- Merced Unified School District
- Sanger Unified School District

(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).

Potential candidates for the Multiple and Single Subject Intern programs are advised about the availability of an Early Completion Option. If they do not meet the qualifications, they are eligible to complete the full internship program.

*Internship Brochure*
(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).

Candidates in the Multiple Subject, Single Subject, and Education Specialist Intern programs must apply for and receive an Intern Credential from the CCTC.

(10) **Non-Displacement of Certificated Employees**

The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

**Multiple Subject, Single Subject, Special Education.** The Teacher Internship Program does not displace certificated teachers. The Internship Agreements stipulate this.

**Education Administration.** As part of the Administrative Fieldwork and Internship Agreement districts verify that no candidate displaces a certificated employee.

**School Psychology.** No intern displaces a certificated employee in any participating district. The faculty members are careful to insure that this does not occur by not placing more than three interns at any one district during an academic year. Each district involved with the internship program has certified this precondition. In addition, the School Psychology Program Internship Advisory Board includes not only the Pupil Personnel Director from each district, but a practicing school psychologist as well to insure that no intern displaces a certificated employee.

(11) **Justification of Internship Program**

Where an institution submits a program for initial or continuing accreditation, it 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.

**Multiple Subject, Single Subject, and Special Education.** The internship program was implemented to provide an alternative route to certification for well-qualified individuals who are capable of acquiring the knowledge and skills necessary for effective teacher performance in a more independent field setting than is normally mandated in the regular during the final semester of student teaching. Employment shortages of fully credentialed teachers exist in elementary schools located in many rural areas. In addition, the internship program was developed to help districts meet employment shortages in areas such as English, mathematics, science, and Spanish. To participate in the internship program, a
district must have the support of the exclusive representative of its certificated employees, where such a representative exists. Each participating district is required to submit a letter of support for the internship program which is signed by both the superintendent of schools and the exclusive representatives of certificated employees. The University forwards these letters of support to the CCTC.

**Education Administration.** The Central Valley of California has many school districts that at one time or another experience shortages of qualified credentialed personnel to take administrative positions. In 2007, for example, the Educational Leadership and Administration Program had over 30 administrative interns working as administrators throughout the Central Valley while the requirements for the Preliminary Administrative Credential Requirements were being completed. At present, this number has lowered, partially due to the fact that the Educational Leadership and Administration Program has prepared over 500 educators who hold either the Certificate of Eligibility or the Preliminary or Clear Administrative Services Credential. Another reason is that school districts in difficult economic times are hiring as few administrators as possible and/or current administrators are not retiring at the normal rate. In any case, the need remains for large numbers of administrative interns to fill the needs of the over 100 school districts that are served by the Educational Leadership and Administration Program of Fresno State.

**School Psychology.** The Internship Program in School Psychology at California State University, Fresno is in operation to insure that districts are provided with the highest quality of service, and employees who will be able to meet the current and future needs of this constantly changing field.

**(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. The Internship program does not have BCLAD interns.
D. Preliminary Education Specialist Credential Programs

(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.

**Mild Moderate and Moderate/Severe.** Candidates in the Preliminary Education Specialist take LEE 172, Cultural and Language Contexts of the Classroom. The catalog description for this course is: “The impact of culture on teaching and learning in the elementary school. Language acquisition theory and instructional strategies for English learners. Promoting student success, including achievement of state-adopted content and language-development standards.”

Education Specialist, Mild/Moderate, [Advising Form](#)

Education Specialist, Moderate/Severs, [Advising Form](#)

**Deaf and Hard of Hearing.** Candidates for the Education Specialist: DHH credential must have the equivalent of 22 semester units of professional credential coursework. Students on the Fresno State campus will take courses from one of the credential programs in the Fresno State Kremen School of Education and Human Development (KSOEHD), Multiple Subject, Single Subject or Multiple Subject – Early Childhood. All Fresno State credential programs meet the standards for teaching English Learners.

Most DHH credential candidates choose the Multiple Subject course work, which includes LEE 172 Cultural and Language Contexts of the Classroom, LEE 173 Teaching Reading and Social Studies in Grades 4-8, and LEE 177: Teaching Reading and the Arts in Grades K-3.

(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.
Mild Moderate and Moderate/Severe. Prior to admission, applicants for the Preliminary Education Specialist Program are required to demonstrate subject matter competence by passing all parts of the California Subject Examination for Teachers: Multiple Subjects (CSET). They verify completion of the requirement by submitting scores earned.

Education Specialist Credential Program Admission Requirements, CSET Scores from KSOEHD Website

Deaf and Hard of Hearing. DHH credential candidates have the option to take Multiple Subject or Single subject teacher preparation courses. Candidates must pass the appropriate California Subject Examinations Test (CSET) prior to taking CI, LEE or EHD courses. Candidates apply directly to either the multiple subject or single subject credential programs.

(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.

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

(a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)

(b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.

(c) Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may
demonstrate subject matter competence through the same method as elementary teachers in (a) above.

**Mild Moderate and Moderate/Severe.** Prior to admission, applicants for the Preliminary Education Specialist Program are required to demonstrate subject matter competence by passing all parts of the California Subject Examination for Teachers: Multiple Subjects (CSET). They verify completion of the requirement by submitting scores earned.

Education Specialist Credential Program [Admission Requirements, CSET Scores](#), from KSOEHD Website

**Deaf and Hard of Hearing.** DHH credential candidates must pass all three subtests of the California Subject Examinations for Teachers (CSET): Multiple Subjects or a single subject CSET test before student teaching in a DHH classroom. DHH credential candidates who enter the DHH credential program as a graduate student and possess a current California Multiple Subject credential will have already met this requirement.

(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).]

**Mild Moderate and Moderate/Severe.** Prior to recommending students for the Education Specialist Credential, candidates must provide documentation to the KSOEHD Credential Analyst verifying that they have met all legal requirements.

**Deaf and Hard of Hearing.** DHH candidates who have completed the DHH credential program apply for their Preliminary credential through the Fresno State Credential Analyst’s office. Candidates will provide a copy of their transcripts, and application form. The Deaf Education program coordinator will provide evidence of program completion to the Credential Analyst. Candidates will provide the Credential Analyst evidence of passing the Basic Skills Requirement, completion of subject matter requirement, and passage of the Reading Instruction Competence Assessment (RICA)

[Application for Education Specialist Credentials:](#) Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing
E. Education Specialist Added Authorization Programs: Autism Spectrum Disorders

(1) **Prerequisite Credential**
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 added Authorization in Special Education: Autism Spectrum Disorders must be enroll in the Level II/Clear credential and/or Master’s Degree in Special Education or currently hold one of the following credentials:
- Education Specialist Credential in Mild/Moderate Disabilities,
- Deaf/Hard of Hearing, or
- Learning Handicapped Specialist credential authorization.

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

The three-course sequence (9 units) can be included in the units for the Level II/Clear credential and/or Master’s Degree in Special Education or can be taken separately.

[Added Authorization in Special Education](#), from KSOEHD Website
F. Preconditions for Clear Education Specialist Credential Programs:

(1) **Prerequisite Credential**
A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.

**Mild/Moderate and Moderate/Severe.** Admission to the Clear Credential program requires proof of a valid Preliminary Education Specialist Credential.

SPED Clear Program Admission Requirements

**Deaf and Hard of Hearing.** Upon application to the Clear Education Specialist: Deaf and Hard of Hearing (DHH) credential program, all candidates will complete a Communicative Disorders and Deaf Studies (CDDS) Department application and provide evidence of a Preliminary Education Specialist: DHH credential. Candidates will be admitted to the university with approval of the Deaf Education Program Director. All DHH Clear credential candidates must satisfy the Fresno State requirements for a DHH Preliminary credential before beginning the DHH Clear credential program.

CDDS Department Application for Clear Credential Program

(2) **Individual Induction Plan**
A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.

**Mild/Moderate and Moderate/Severe.** Participating teachers in the Clear Credential program complete 6 units of coursework (SPED 235 and SPED 236). Participating teachers develop a written Individual Induction Plan, through completion of FACT modules and with support from their University Supervisor (program sponsor) and District Support Provider (employer). These courses are also required for the Master’s Degree in Special Education, and current research and research-to-practice issues are discussed, contributing to participating teacher’s professional development. In addition, participating teachers select professional development opportunities that align with their IIP goal(s).

**Deaf and Hard of Hearing.** Clear Education Specialist: DHH credential candidates will develop a professional portfolio documenting 12 units of college coursework and a minimum of 60 hours of professional development in the areas of: advancement of personal communication skills, special populations within the Deaf and hard-of-hearing community, early childhood intervention and education, and involvement with the Deaf community. DHH Clear credential students will design their Individual Induction Plan (IIP) with the support of Fresno State Deaf Education faculty and a Deaf Education professional in the area where they are employed. CDDS 278 Application of Theory into Practice in Deaf Education Settings is a required course in the first semester of employment. CDDS 279: Induction Plan-based Field
Experience in Deaf can be taken any time within the 5-year time frame of a candidate’s Preliminary credential. For the remaining 6 units of required coursework, DHH Clear credential candidates may take a computer course, health class, or other approved electives.

(3) Support Provider Qualifications

A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate’s teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.

Mild/Moderate and Moderate/Severe. Clear Credential participating teachers submit a Support Provider Experience Form and a Support Provider Qualifications Form at the beginning of SPED 235. The University Supervisor uses the CCTC website to verify the support provider’s credential. Supervisors also assure that the participating teacher’s employment supervisor or principal does not serve in the role of the support provider.

Deaf and Hard of Hearing. In the initial course of the DHH Clear Education Specialist credential program, CDDS 278, each candidate will identify a potential support provider and provide a current Curriculum Vitae or resume to the University supervisor for approval.

(4) Timely assignment of support provider

A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.

Mild/Moderate and Moderate/Severe. Clear credential participating teachers are required to submit support provider information within the first 3 weeks (20 days) of SPED 235. Development of the IIP will begin during this period.

Deaf and Hard of Hearing. Clear credential candidates, university faculty and employers will collaborate in identifying a support provider for each candidate.

(5) Initiation of IIP

A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.

Mild/Moderate and Moderate/Severe. Candidates complete preliminary work on their IIP in SPED 235 within 60 days of beginning Clear coursework; implementation of the IIP is initiated at the beginning of SPED 236.

Deaf and Hard of Hearing. The IIP will be initiated with the first class meeting of CDDS 278, held on a Saturday morning in the first month of the semester.
(6) Employment
A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

Mild/Moderate and Moderate/Severe. Clear Credential participating teachers who are employed will provide verification of credential and position alignment prior to beginning SPED 235. The program coordinator and admissions specialist will review the documents and determine, with all parties – participating teacher, employer and university program staff – that the position is mutually acceptable. This will be documented through signatures on the IIP.

Clear Credential participating teachers who are not employed in Special Education positions are required to work with university personnel to secure a placement at a school site with an appropriately credentialed teacher. Participating teachers are required to complete the requisite assignments for SPED 235 and SPED 236 (which require demonstration of effective teaching [Clear Standards 4-7]) including the IIP, in this setting, which is aligned with their preliminary credential.

Deaf and Hard of Hearing. Each Clear Education Specialist: DHH candidate will provide a verification of employment on the Verification of Employment as a Special Education Teacher In Deaf Education form.
G. Speech-Language Pathology Services Credential Programs

(1) **Degree requirement**

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.

Speech-language pathology students accepted into the graduate program in the fall of 1994 or thereafter must complete the master's degree before they are issued the Speech-Language Pathology Services Credential. The program is accredited by the American Speech-Language-Hearing Association’s Council on Academic Accreditation.

[List of department and program accreditations](#), University website
H. Preliminary Administrative Services Credential Programs

(1) **Prerequisite degree and credential**

An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possess a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree. Statutory basis: Education Code Section 44270 (a) (1).

For Internship Programs. An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory Basis: Education Code Section 44270 (a)(1).

Students admitted to Fresno State must qualify for admission to the master's degree. The Graduate Admission requirement for admission states: "... a student shall: (1) have completed a four year course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association...".

Applicants for the Preliminary Administrative Services Credential must provide a copy of a basic Teaching Credential as part of the admission process.

[Application for Administrative Services Credential](http://www.ksoehd.org), KSOEHD website

(2) **Experience Requirement**

An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified experience of a minimum of three years of successful, full-time classroom teaching in public or private schools; or three years of experience appropriate to the services credential listed in (11) above; or three years of experience with a designated subjects credential. Statutory basis: Education Code Section 44270 (a)(2).

Preliminary Administrative Credential Program requirement # 2 outlined in the general catalog states that the candidate must:

Verify three years of successful full-time teaching experience or three years of pupil personnel experience in public schools, or in private schools of equivalent status. This is verified by the program analyst as part of the credential application process.

[Application for Administrative Services Credential](http://www.ksoehd.org), KSOEHD website

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall determine that each candidate who is admitted into an Internship Program has verified experience of a minimum of three years of successful full-time teaching or services as described above prior to assuming internship.
Admission requirement #4 to become an Administrative Intern indicates that the candidate must provide evidence of three years successful teaching experience. This requirement is verified by the Internship Agreement signed by the intern and the employing district. It is also verified by the Admissions Technician and the Program Coordinator as part of the credential application process.

Administrative Internship Credential Program Requirements, University Catalog.
I. Professional Clear Administrative Services Credential Programs

(1) **Initial Employment Requirement**
An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. Statutory basis: Education Code Section 44270 (b) and 44270.1 (a)(2).

Applicants for the Professional Clear Administrative Services Credential are required to “be in a position requiring the Preliminary Administrative Services Credential as verified by the school district.

Clear Administrative Services Credential [Program Application](#)

(2) **Prerequisite Credential**
An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(1).

Applicants for the Professional Clear Administrative Services Credential are required to “hold a valid Preliminary Administrative Services Credential.

Clear Administrative Services Credential [Program Application](#)

(3) **Individualized Induction Plan**
An entity that operates a program for the Professional Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (professional 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. Statutory basis: Education Code Section 44270.1 (a)(3).

**EAD 284. Professional Development Assessment (2)**
A professional development course is required for the professional administrative services credential to verify satisfactory completion of the induction plan and individualized course of study to meet the advanced credential requirements. Final course among the advanced credential requirements

(4) **Non-university Activities Option**
A college or university that operates a program for the Professional Clear Administrative Services Credential may allow approved non-university activities to be included in the professional credential induction plan in consultations among the candidate, employer's representative and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).
The **Program Completion Form** allows for Previous course work or experiences considered for credit and for Personal Development – Course Work/Experience.

(5) **Administrative Experience Requirement**

An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1(a)(2).

As part of the credential application process, candidates must provide an original employer letter on letterhead verifying at least 2 years of full-time administrative experience.

[Application for Administrative Services Credential](https://ksoehd.org), KSOEHD website

(6) **Inclusion of University Coursework**

An entity that operates a program for the Professional Clear Administrative Services Credential shall ensure that the professional credential induction plan developed for each candidate includes university coursework among the required professional development activities. Statutory basis: Education Code Section 44270.1(a)(3).

University coursework is among the required professional development activities in the **Clear Induction Plan**.
J. Pupil Personnel Services: School Counseling

(11) 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.

This PPS program gives primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising. To prepare candidates to become competent in academic advising, they are equipped with the knowledge of the principles and methods for enhancing learning and academic success, the skills to plan and implement academic support system, and to prepare students for post-secondary options, including college. The courses that support and develop candidates’ knowledge base and skill competency are listed as follows:

1. Knowledge of the principles and methods for enhancing learning and academic success. This program provides candidates with the content knowledge of principles and methods to improve pupils’ learning and also direct experiences in activities that can improve pupils’ self concepts and academic achievement:

<table>
<thead>
<tr>
<th>Knowledge of factors affecting learning and their implications for instruction and intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coun 203</strong>: <em>Topics</em> include Theoretical Bases for Assessment, including Learning Styles and Developmental Stages of Children</td>
</tr>
<tr>
<td><strong>Coun 206</strong>: Topics include Cognitive Development, Language Development, and Resilience. Candidates have opportunities to gain an understanding of factors affecting human development at different stages.</td>
</tr>
<tr>
<td><strong>ERF 285</strong>: <em>Objective 3</em>: Students have the opportunities to become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention. <em>Topics</em> include</td>
</tr>
<tr>
<td>• Theories of Motivation</td>
</tr>
<tr>
<td>• Emotional Intelligence</td>
</tr>
<tr>
<td>• Biological Bases of Learning</td>
</tr>
<tr>
<td>• Cognitive Views of Human Learning and Change</td>
</tr>
<tr>
<td>• Motivation and Self Regulation in Learning</td>
</tr>
</tbody>
</table>
Direct experience in improving pupils’ self concepts and academic achievement:

**Coun 249 A: Checklist for Elementary Counseling Activities** include:
- Identification of the gifted, retarded, and emotional child with adjustment difficulties in school;
- Helping children adjust to the school environment;
- Identification of children with ability in art, music, reading, arithmetic & other academic areas;
- Identification of at risk students who may be potential drop-outs; and
- Participation on a Student Study Team as a counselor.

**Coun 249 B: Checklist for Secondary School Counseling Activities** include:
- Developing study skills for students;
- Working with at risk students; lowering drop-out rates; and
- Working with a Student Study Team as a counselor.

2. *Skills in planning and implementing academic support systems.* This program helps candidates to understand that enhancing pupils’ academic success and achievement can be done on an individual basis and also at a systemic level. They are exposed to models in designing and implementing programs geared towards enhancing pupils’ learning.

**Coun 241: Objective 3:** Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services.

**Coun 242: Objective 1:** Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.

**Coun 249 a & b: Objective 3:** Apply knowledge of learning theory in an approved school setting. Text assignments include in-depth examination the comprehensive school counseling and guidance program.

3. *Preparing students for post-secondary options, including college.* Candidates are trained in helping students and families to make plans for future career and/or academic pursuits after high school graduation.

**Coun 220: Objective 5:** Describe effective techniques for providing educational counseling to students and families about academic and career decisions, including the development of career development curriculum and academic planning.

**Coun 249 B: Checklist for secondary school counseling includes:**
- Reviewing scholarship possibilities with student;
- Developing career opportunities for students; and
- Reviewing plans for attending college.
(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.

Each student will successfully complete 48-semester units:

<table>
<thead>
<tr>
<th>Units</th>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Coun 200</td>
<td>Counseling Techniques;</td>
</tr>
<tr>
<td>3</td>
<td>Coun 201</td>
<td>Seminar in Multicultural Counseling;</td>
</tr>
<tr>
<td>3</td>
<td>Coun 202</td>
<td>Seminar in Group Counseling;</td>
</tr>
<tr>
<td>3</td>
<td>Coun 203</td>
<td>Seminar in Assessment in Counseling;</td>
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<td>3</td>
<td>Coun 206</td>
<td>Counseling through the Lifespan;</td>
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<tr>
<td>4</td>
<td>Coun 208</td>
<td>Practicum in Counseling; and</td>
</tr>
<tr>
<td>3</td>
<td>Coun 220</td>
<td>Seminar in Career Development Theory.</td>
</tr>
<tr>
<td>3</td>
<td>Coun 150</td>
<td>Laws Related to Children;</td>
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<tr>
<td>3</td>
<td>Coun 233</td>
<td>Seminar in Therapeutic Methods with Children, Adolescents, and Their Families;</td>
</tr>
<tr>
<td>3</td>
<td>Coun 240</td>
<td>Seminar in Counseling Parents of Exceptional Children and Their Parents;</td>
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<tr>
<td>3</td>
<td>Coun 241</td>
<td>Seminar in Organization of Counseling Services;</td>
</tr>
<tr>
<td>3</td>
<td>Coun 242</td>
<td>Seminar in Parent Education, Pupil Advocacy, and Consultation;</td>
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<tr>
<td>3</td>
<td>ERF 285</td>
<td>Seminar in Advanced Educational Psychology;</td>
</tr>
<tr>
<td>4</td>
<td>Coun 249 A</td>
<td>Field Practice in Elementary School Counseling;</td>
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<tr>
<td>4</td>
<td>Coun 249 B</td>
<td>Field Practice in Middle or High School Counseling</td>
</tr>
</tbody>
</table>
K. Pupil Personnel Services: School Psychology

(11) 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 students to achieve academic success by emphasizing the importance of academic advising.

Students in the School Psychology Program are taught the importance of accurately advising all students through coursework in school psychology and counseling. This is generally provided to public school students by school psychology students in the context of one-to-one counseling and small group counseling sessions. In addition, the importance of providing parents and other family members with information related to academic advising is also stressed in the program.

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

Students in the School Psychology Program complete a minimum of 77 semester units throughout the three years of their coursework. The School Psychology Program is approved by the National Association of School Psychologists.
L. Pupil Personnel Services: Social Work and Child Welfare and Attendance Services

(11) 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 as a means of helping public school pupils to achieve academic success is emphasized in the curriculum of the PPS program. Specific curriculum content addressing academic advising is contained in SWRK 271T, Seminar in Social Work Specializations, and in SWRK 251, Field Instructed Practice. Additional curriculum content supporting this precondition is found throughout the Master of Social Work degree program in Foundations, Practice and Human Behavior and the Social Environment courses. Examples of such courses include: SWRK 220, Foundations for Social Work Practices; SWRK 216, Cultural Diversity and Oppression; and SWRK 224, Social Work Practice with Individuals.

(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.

The Pupil Personnel Services Credential program with a school social work specialization is completed as part of the program for the Master of Social Work degree. Successful completion of the requirements of both programs includes credit for 60 semester units

MSW Degree Requirements, University Catalog

(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.

The Pupil Personnel Services Credential program with the added Child Welfare and Attendance specialization is completed as part of the program for the Master of Social Work degree. Successful completion of the requirements of both programs includes credit for 60 semester units.
M. Early Childhood Education Specialist Credential Programs

(1) **Prerequisite Teaching Credential**
A candidate for the Early Childhood Specialist Credential must meet one of the following admission requirements:

- Be a graduate of an approved teacher preparation program.
- Hold a valid basic teaching credential.
- Be in the process of completing a teaching credential concurrently with a specialist credential.

Applicants to the Early Childhood Education Specialist Credential Program must provide evidence of a valid teaching credential as part of the admission process.

[Early Childhood Education Applicant Requirements](https://ksoehd.k12.ca.us/), KSOEHD Website

(2) **Teaching Experience**
Before recommending candidates for the Early Childhood Credential, the institution shall verify that they have successfully completed two years of early childhood teaching experience.

Applicants to the Early Childhood Education Specialist Credential Program must provide evidence of two years of early childhood teaching experience as part of the admission process.

[Early Childhood Education Applicant Requirements](https://ksoehd.k12.ca.us/), KSOEHD Website
N. Reading and Language Arts Specialist Credential and Reading Certificate Programs

(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).

Applicants to the Reading and Language Arts Specialist Credential or Reading Certificate Programs must provide evidence of a valid teaching credential as part of the admission process.

Reading Specialist Applicant Requirements, KSOEHD Website

(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.

Applicants to the Reading and Language Arts Specialist Credential or Reading Certificate Programs must provide evidence of three years of successful full-time teaching as part of the admission process.

Reading Specialist Applicant Requirements, KSOEHD Website
O. Bilingual Authorization Programs

(1) **Prerequisite Credential**  
Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent.*

In order for candidate in the Fresno State Spanish/Hmong Bilingual Authorization Program to be recommended for credentialing, they must simultaneously complete the Multiple Subject 2040 Credential Program at California State University, Fresno. The Multiple Subject Program is an accredited program that effectively prepares candidates to teach all K-12 students and understand the contemporary conditions of schooling.

(2) **Prerequisite Teaching Authorization**  
The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include a 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. The Certificate of Completion of Staff Development (CCSD) [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] is not equivalent to a CLAD authorization.

As an integral part of the Multiple Subject 2042Credential Program, the Fresno State Spanish/Hmong Bilingual Authorization Program authorizes Spanish and Hmong bilingual teacher candidates’ to instruct English learners. For example, special courses in both the Multiple Subject, (e.g. LEE 172 and in the Bilingual Program (e.g. LEE 136 Spanish and LEE 135 Hmong) provide candidates with a knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD).

(3) **Language Competence**  
Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by Bilingual Authorization Program Standard 6:Assessment of Candidate Language Competence prior to entering the Intern Program.

Not applicable; the Fresno State Spanish/Hmong Bilingual Authorization Program does not have an intern program.
## Approved Credential Programs offered by California State University, Fresno 2012-2013

<table>
<thead>
<tr>
<th>Credential Program</th>
<th>Delivery Model</th>
<th>Location</th>
<th>Current Enrollment</th>
<th>Completers 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject (Preliminary)</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>279</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>Intern</td>
<td>Main Campus</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Single Subject (Preliminary)</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>280</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>Intern</td>
<td>Main Campus</td>
<td>14</td>
<td>9</td>
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</table>

### Education Specialist

<table>
<thead>
<tr>
<th>Credential Program</th>
<th>Delivery Model</th>
<th>Location</th>
<th>Current Enrollment</th>
<th>Completers 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild/Moderate (Preliminary)</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>95</td>
<td>22</td>
</tr>
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<td>Intern</td>
<td>Main Campus</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Mild/Moderate (Level II)</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>38</td>
<td>2</td>
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<td></td>
<td>Intern</td>
<td>Main Campus</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate/Severe (Preliminary)</td>
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<td>Main Campus</td>
<td>31</td>
<td>9</td>
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<td></td>
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<td>Main Campus</td>
<td>4</td>
<td>5</td>
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<td>Moderate/Severe (Level II)</td>
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<td>20</td>
<td>2</td>
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<td></td>
<td>Intern</td>
<td>Main Campus</td>
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<td>1</td>
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<tr>
<td>Deaf/Hard of Hearing (Preliminary)</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>13</td>
<td>6</td>
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<tr>
<td>Deaf/Hard of Hearing (Level II)</td>
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### Education Specialist – Added Authorizations

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<th>Credential Program</th>
<th>Delivery Model</th>
<th>Location</th>
<th>Current Enrollment</th>
<th>Completers 2011-2012</th>
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<tbody>
<tr>
<td>Autism Spectrum Disorders</td>
<td>Traditional</td>
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<td>8</td>
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</table>

### Specialist Credentials and Certificates

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<th>Credential Program</th>
<th>Delivery Model</th>
<th>Location</th>
<th>Current Enrollment</th>
<th>Completers 2011-2012</th>
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<tbody>
<tr>
<td>Reading Certificate</td>
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<tr>
<td>Reading Language Arts</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>37</td>
<td>12</td>
</tr>
<tr>
<td>Agricultural Specialist</td>
<td>Traditional</td>
<td>Main Campus</td>
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<td>0</td>
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<tr>
<td>Bilingual Authorization</td>
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<td>Early Childhood Specialist</td>
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### Administrative Services Credentials

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<th>Credential Program</th>
<th>Delivery Model</th>
<th>Location</th>
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<tbody>
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<td>Preliminary</td>
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<td>Intern</td>
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</tr>
<tr>
<td>Clear-Standards based</td>
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### Pupil Personnel

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<th>Location</th>
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<th>Completers 2011-2012</th>
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</thead>
<tbody>
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<td>School Counseling</td>
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<td>28</td>
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<td>School Psychology</td>
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<td>11</td>
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<td>School Social Work</td>
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<td>Main Campus</td>
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<td>0</td>
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<tr>
<td>Child Welfare &amp; Attendance</td>
<td>Traditional</td>
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<td>24</td>
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### Other Related Education Specialist Services

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<tbody>
<tr>
<td>Language, Speech &amp; Hearing</td>
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### Other

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<th>Completers 2011-2012</th>
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<tbody>
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<td>School Nurse Services</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>36</td>
<td>22</td>
</tr>
</tbody>
</table>
Attachments
March 2, 2005

John D. Welty
President
California State University, Fresno
5241 North Maple Avenue
Fresno, CA 93740-8027

Dear President Welty:

At its meeting on February 17-18, 2005, the Commission considered the reports that were prepared by the Capacity and Preparatory Review and the Educational Effectiveness Review teams that visited California State University, Fresno on November 19-21, 2003 and October 18-20, 2004. The Commission also had access to the University’s institutional presentations for the two reviews and your responses to each of the two team reports, dated February 2, 2004 and January 3, 2005, respectively. The thoroughness of these responses was useful to the Commission and added useful information. Your participation and that of Jeronima Echeverria, Provost and Vice President for Academic Affairs; Ken Shipley, Associate Provost; Dianne Dickerson, Associate Dean of Graduate Studies; and Ethelynda E. Harding, Director, Center for Enhancement of Teaching and Learning, in the deliberations of the Commission Panel was appreciated. The conversation deepened the Commission’s understanding of the University and its future.

The Capacity and Preparatory Review and the Educational Effectiveness Review were framed during the three-year accreditation process around the institutional theme of “A Learning Community,” articulated in the Institutional Proposal. The institution organized its self-review, and especially the focus of the Educational Effectiveness Review, around topics determined to be of importance to institutional learning: Opportunity, Exploration, and Interaction. As noted in the Commission letter of March 3, 2004, the University, following the Capacity and Preparatory Review identified a series of research questions to be addressed as part of the analysis for the Educational Effectiveness Review.

The University is commended for achieving a coherent review process that sustained the goals and outcomes originally identified in the Institutional Proposal. The Educational Effectiveness team praised the University for building a culture dedicated to improvement and institutional learning that was supported by both administrative and academic leadership, and many faculty. Importantly, the Institutional Portfolio prepared for the Capacity and Preparatory Review,
further enhanced and analyzed for the Educational Effectiveness Review, established for the University a foundation for institutional and program self-reflection and evaluation.

The Commission noted that several significant unintended outcomes arose from the review process, as described in the Institutional Presentation for the Educational Effectiveness Review. Also noteworthy are the institutional reflections and insights about how the University is meeting important needs of the external community, and how embedded the value to foster student success and achievement is within the internal campus culture.

While the University experienced some “institutional fatigue” in preparing for the two reviews, both the institutional presentations and the on-site visits demonstrated an authentic value-added benefit of the accreditation process to organizational learning. The Educational Effectiveness team concluded that “the University’s community and regional engagement is exemplary” in an environment where “students love their institution and believe that they are getting a fine education.”

The University has made significant progress since its last comprehensive review, in which the issues of strategic planning, assessment, diversity, and financial resources were noted by the 1993 team as areas for institutional attention and improvement. The Capacity and Preparatory Review team found the institution seriously engaged in a strategic planning process, and commended the University for integrating the planning framework effectively into the learning themes identified in the Institutional Proposal. The campus is committed to a culture of assessment, and the Educational Effectiveness team was able to engage both the evidence of assessment results and faculty in discussions about the significance of what the institution was learning about student achievement and teaching and learning effectiveness. The University is to be commended for developing the Expo as a part of the Educational Effectiveness Review; for it seemed to serve the team and the University well.

The Commission acknowledges the strong evidence of the University’s fulfillment of its mission and the Core Commitments to both Institutional Capacity and Educational Effectiveness. The University has, through effective allocation and management of resources, developed durable institutional capacity upon which continuous improvement of educational programs and student learning can be sustained. The University is congratulated for demonstrating an emerging culture of learning where faculty are at the heart of institutional analysis and strategies for improvement.

The Commission endorses the recommendations made by the Educational Effectiveness team for the University to consider, as well as those recommendations made by the institution in its presentation. In addition, The Commission highlighted several issues for University attention:

**University Aspirations within the Higher Education Community.** The University has used the accreditation process to conduct broad-based discussions about its mission and
strategic direction. The campus plays a critical role in the community, and the diversity and educational goals of its students appropriately shape institutional goals and planning. While the review process provided a venue for exploring themes and institutional goals, the Educational Effectiveness team noted in its report that “the University should more fully articulate the rationale and goal for shifting to a greater emphasis on research, scholarship, and creative activity, keeping in mind its stated mission and purposes.” The emerging strength of the University, its support from the larger community and Fresno and beyond, and the significant influx of new faculty, can be drivers to expand the horizon of the University to seek national recognition. The team additionally urged the University to “not consider that it has reached its potential for regional excellence...it should continually reinforce its commitment to improving the human condition in the Valley through opportunity, educational excellence, and applied research.”

The Commission encourages the University to review its mission in light of these considerations so that the University can more explicitly define its mission with respect to aspirations and “place” in the higher education community. As the University defines, or redefines, its role and place, the Commission urges that the current attention to student learning and to community support not be lost. As further discussed below, there is also a need to ensure alignment of resources and evaluation criteria for faculty with these goals, even as increased emphasis is placed on research.

Developing an Academic Plan. The Commission commends the University for the investment in, and support of, a talented and committed faculty and academic administration. With strong and engaged leadership in place at the University, the Educational Effectiveness team recommended that the institution now needs to develop an academic strategic plan around which faculty development and the assessment of student learning can be based. The team noted the creative and interactive ways that faculty were involved in the analysis of researchable questions about educational effectiveness, including the careful and thorough presentation of educational effectiveness indicators. Data collection and analysis, and the engagement of faculty around these indicators, will need to be continued and integrated into the priorities set by the academic planning process. While the university has worked hard on improving retention and graduation rates, the academic plan should include continuing attention to these issues, especially differential rates of retention and graduation for different student cohorts. Analysis of disaggregated data should be a part of the processes used to develop and evaluate the success of the academic plan.

Expectations for Faculty. As acknowledged by the Commission in its March 3, 2004 letter and underscored here, faculty participation in the gathering of data and evidence, and in the analysis and study of those data sets, was impressive. The Commission remains concerned about the team finding of a lack of clarity among faculty about expectations for research in an environment where teaching is the premier value for student success. There are different models of research and scholarship, and the University needs to assess how to keep vital its attention to student learning and effective pedagogy, while supporting creative research and
scholarship. The University's emphasis on interdisciplinary research of importance to the region holds the promise of facilitating faculty research at an institution with a heavy teaching load. In addition to encouraging departments to take a collaborative approach to teaching, research, and service, agreement with regard to each faculty member's emphasis could contribute to faculty and institutional success. These issues will need to be addressed as the University develops its academic plan and engages in assessing its mission.

In addition, the Commission noted in the team report that 55 percent of the University's classes may now be taught by adjunct faculty. This is a significant shift over the past decade and imposes a significant set of responsibilities on the University to work with adjunct faculty to understand the learning-centered processes now being established in the University. In light of the fact that these faculty are now carrying the bulk of University instruction, evaluation processes of student learning and faculty effectiveness are vitally important, as are programs for adjunct faculty development.

**Strengthening General Education and University-wide Assessment.** The Commission was provided evidence in the institutional presentations and team reports that the University had demonstrated good progress on general education outcomes assessment. The Educational Effectiveness team, however, noted that this assessment is still uneven and not consistently aligned with the regular program review process. Achievement of the University's general education outcomes is critical to the success of Fresno graduates. The University should not be satisfied with a moderately effective program and should strengthen assessment of the effectiveness of both general education courses and the program as a whole for students.

The Educational Effectiveness team noted that a substantial number of departments have engaged in assessment effectively and begun to use learning results to make program and course improvements. Other departments have not yet begun or are not as far along. To assure the consistency of graduates achieving the University's and each department's stated learning outcomes, it is the responsibility of each program and/or department to demonstrate that these outcomes are being achieved.

The Commission commends the University for its careful analysis of the program as presented in Appendix A of the institution's Educational Effectiveness report, where a number of specific recommendations were presented by the task force charged with the study of program effectiveness. Clearly, the data accumulated and analysis conducted enabled faculty to develop a work plan focused on the improvement of student learning and student achievement. Implementation of that work plan is urged.

In summary, the Commission commends the University as a mature institution deeply committed to student learning. The Capacity and Preparatory and Educational Effectiveness reviews provided the campus with an opportunity to explore areas self-identified for improvement.
The Commission acted to:

1. Reaffirm the Accreditation of California State University, Fresno.


In taking this action to reaffirm accreditation, the Commission confirms that California State University, Fresno has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the multistage review conducted under the Standards of Accreditation. Between this action and the time of the next review, the University is expected to continue its progress and be prepared to respond as expectations of institutional performance, especially with respect to Educational Effectiveness and student learning, further develop under the application of the Standards of Accreditation.

In accordance with Commission policy, we request that you send a copy of this letter to Chancellor Charles Reed.

Please contact me if you have any questions or comments about this letter or the action of the Commission.

Sincerely,

Ralph A. Wolff
Executive Director

Cc: Ethelynda Harding
Members of the team
CALIFORNIA STATE UNIVERSITY, FRESNO

Kremen School of Education and Human Development

Teacher Education Governance

Program Review and Approval

The Teacher Education Governance - Program Review and Approval policy statement has been developed for the purpose of clarifying the governance structure and related program review and approval procedures required for management of the all-University teacher education program for California State University, Fresno. The major components of this policy statement include:

I. Governance of Teacher Education Programs
   A. Dean of the Kremen School of Education and Human Development
   B. Director of Teacher Education
   C. Basic Credential Program Governance
   D. Advanced Credential and Master's Degree Programs Governance

II. Program Review and Approval
   A. Basic Credential Programs
   B. Services and Specialists Credentials and Master's Degree Programs
   C. Schematic of Curriculum Process
   D. Schematic of Curriculum Process for the Multiple Subject Review Committee

III. Committee Function and Structure
   A. Multiple Subject Review Committee
   B. Liberal Studies Review Committee
   C. Single Subject - Subject Matter Review Committee
   D. Basic Credential and Curriculum Committee
   E. Graduate Committee (KSOEHD)
   F. Advanced Credential Programs Committee
   G. Advisory Council for Professional Education
   H. Advisory Council for Professional Education Executive Committee

IV. Single Subject Credential Policies

Attachments
I. Governance of Teacher Education Programs

A. Dean of the Kremen School of Education and Human Development

The Dean, who reports directly to the Provost and Vice President for Academic Affairs, is the chief academic fiscal and administrative officer in the School. The Dean also can serve as Director of Teacher Education for the University or, in consultation with the Provost, appoints an individual to serve in this position. In this capacity, the dean is expected:

1. to assure quality and effectiveness of instructional, research, and service program in the School;
2. to make decisions related to faculty recruitment and development;
3. to make decisions regarding resource and facilities allocations;
4. to engage the faculty in the creation of innovative mechanisms to evaluate program graduates;
5. to enhance the School’s development activities, funded programs, and alumni and community relations;
6. to serve as the spokesperson for the School on campus, in the region, and in the larger community of scholars;
7. to establish effective communication linkages with the educational and human service communities at the regional, state, national, and international levels.

B. Director of Teacher Education

The Director of Teacher Education, who can also be the Dean of the Kremen School of Education and Human Development or who is appointed by the Dean in consultation with the Provost, is delegated full responsibility by the President and by the Provost for administering the laws and policies for all basic and advanced teacher education programs offered at California State University, Fresno. Serving in this capacity, the Director of Teacher Education is also authorized:

1. to speak on matters of teacher credentialing, accreditation, and certification;
2. to work with other Colleges/Schools and departments at California State University, Fresno;
3. to serve as liaison with agencies such as the Chancellor's Office for the California State University, the California Commission on Teacher Credentialing, the California State Department of Education, the National Council for the Accreditation of Teacher Education, and other related agencies at the local, state, and national level with interests in the training of professionals for public education.
C. Basic Credential Program Governance

All basic credential programs (Multiple Subject, Single Subject, and Special Education) are composed of two distinct parts: (1) the professional education component and (2) the subject matter component. The governance structure for basic credential program components is described as follows:

1. Multiple Subject Credential Program Governance

   a. Professional Preparation Component: Responsibility for the management of Multiple Subject professional preparation components is delegated by the Director of Teacher Education to the chairs of the departments in which Multiple Subject programs are housed. The chairs delegate responsibility for these programs to the coordinators within these units. Programs include:

      • Multiple Subject (General) in the Department of Curriculum and Instruction
      • Multiple Subject Teacher in Preparation Internship in the Department of Curriculum and Instruction
      • Multiple Subject Cross-Cultural Language and Academic Development (CLAD) and Bilingual Cross-Cultural Language and Academic Development (BCLAD) in the Department of Literacy and Early Education.
      • Multiple Subject - Early Childhood Education Emphasis in the Department of Literacy and Early Education.

   b. Subject Matter Component: Responsibility for management of the subject matter component of Multiple Subject Credential programs is delegated to the Coordinator of the Liberal Studies major. The Coordinator is appointed by the Dean of the Kremen School of Education and Human Development in consultation with the Provost. The Coordinator is officed in the Kremen School of Education and Human Development and is responsible for:

      • Liberal Studies Blended major program review and revisions.
      • Liberal Studies Advisory Office operations.
      • Participation on the Liberal Studies Review Committee with representatives from the Colleges/Schools of:
        - Agricultural Sciences and Technology.
        - Arts and Humanities.
        - Education and Human Development.
        - Health and Human Services.
        - Science and Mathematics.
        - Social Sciences.
2. Single Subject Credential Program Governance

a. Professional Preparation Component: Responsibility for management of the Single Subject professional preparation component is delegated by the Director of Teacher Education (KSOEHD Dean) to the Chair of the Department of Educational Research, Administration and Foundations who delegates management responsibility to the Coordinator of the Single Subject program.

The subject area advisers are responsible for subject program advising as well as for securing instructors for teaching Single Subject professional education methods and student teaching courses. This group, called the Academic Area Advisers, serves as an advisory body that reports to the Single Subject Program Coordinator.

b. Subject Matter Component: Responsibility for management of the Single Subject Subject matter component rests ultimately with the Director of Teacher Education (KSOEHD Dean). However, this responsibility has been delegated to individual Colleges/Schools and departments who are assigned the task of developing and (with appropriate approval) implementing subject matter waiver programs. Waiver programs are developed and revised by respective colleges/schools in consultation with the Single Subject Program Coordinator.

3. Special Education Level I Program Governance

a. Professional Education Component: Responsibility for Education Specialist Level I programs (Mild/Moderate, Moderate/Severe) is delegated by the Director of Teacher Education to the Chair of the Department of Counseling and Special Education.

The Education Specialist Level I - Deaf and Hard of Hearing is housed in the Department of Communicative Sciences and Disorders under the direct supervision of the Dean of Health and Human Services. The Department Chair delegates program management responsibility to the Program Coordinator. Program review, approval, and credential authorization are subject to approval by the Director of Teacher Education.

b. Subject Matter Component: Program enrollees are required to demonstrate subject matter competence by completing an appropriate waiver program or passing the appropriate subject matter examination required for a basic credential. For equivalency to the Liberal Studies major (Multiple Subjects areas), candidates must complete the Praxis Multiple Subject Assessment for Teachers (MSAT) test for content knowledge and area exercises 1 and 2. For equivalency to the subjects applicable to the Single Subject Credential, candidates must complete an approved subject matter preparation program or pass the appropriate subject matter examination. The Coordinator of Liberal Studies works with subject area faculty in
reviewing and recommending modifications in the content of the Liberal Studies major required for a Multiple Subject Credential. Department chairs, academic area coordinators, and faculty for each approved subject area determine subject matter content required for the Single Subject Credential program. Subject matter programs must be approved by the Director of Teacher Education in consultation with the appropriate academic dean.

D. Advanced Credential and Master's Degree Programs Governance

1. Advanced Credential Programs (Services and Specialists) and Master's Degrees in the Kremen School of Education and Human Development

Responsibility for management of advanced credential programs (services and specialists) housed in the Kremen School of Education and Human Development has been delegated by the Director of Teacher Education (KSOEHD Dean) to the department chairs. In turn, the chairs delegate management responsibilities to the specialists and services credential coordinators or advisers in areas including Early Childhood Education, Educational Administration, Pupil Personnel, Reading, and Special Education.

2. Advanced Credential Programs (Services and Specialists) in Colleges/Schools other than the Kremen School of Education and Human Development

Responsibility for management of advanced services and specialist credential programs housed in Colleges/Schools other than the Kremen School of Education and Human Development has been delegated by the Director of Teacher Education (KSOEHD Dean) to the program coordinators through the department chairs and through the School deans. Department chairs and/or program coordinators responsible for these credential programs report to the dean of their School as well as the Director of Teacher Education (KSOEHD Dean). Program review and approval and credential authorization ultimately must receive the endorsement of the Director of Teacher Education.

II. Program Review and Approval

Program review and approval channels for all University basic and advanced (services and specialist) credential programs as well as for Master's degree programs within the Kremen School of Education and Human Development are reported by major program units below.

A) Basic Credential Programs

1. Multiple Subject Credentials Review and Approval - Professional Education Component - Review and recommendation by:
   a. Multiple Subject Review Committee (an administrative committee)
   b. Multiple Subject Credential Program Coordinator (in consultation with the Liberal Studies Coordinator). (Signature equivalent to “department chair”)
c. When recommendations involve changes/additions to departmental course offerings, they shall be referred at this point in the process to the relevant department and chair for authorization and signature.

d. Kremen School of Education and Human Development Basic Credential and Curriculum Committee.

e. Director of Teacher Education (KSOEHD Dean) in consultation (as needed) with the Advisory Council for Professional Education.

f. Academic Policy and Planning Committee – Undergraduate Curriculum Subcommittee (for course changes).

or

Commission on Teacher Credentialing (with approval by the Provost) for new or revised credential programs.

2. Multiple Subject Credentials Review and Approval - Subject Matter Component (Liberal Studies Blended major - Education) - Review and recommendation by:

a. Subject matter faculty
b. Subject matter departments
c. Subject matter department chair
d. Subject matter dean
e. Liberal Studies Review Committee
f. Liberal Studies Coordinator
g. Director of Teacher Education (KSOEHD Dean) in consultation (as needed) with the Advisory Council for Professional Education
h. Academic Policy and Planning Committee - University Undergraduate Curriculum Subcommittee (for courses)

3. Single Subject Credential Review and Approval - Professional Education Component

Review and recommendation by:

a. Single Subject Credential professional preparation program faculty in consultation with the academic area advisers.
b. Single Subject Credential Coordinator.
c. Department faculty (where program is housed).
d. Department chair (where program is housed).
e. KSOEHD Basic Credential and Curriculum Committee.
f. Director of Teacher Education (KSOEHD Dean) in consultation (as needed) with the Advisory Council for Professional Education.
g. Academic Policy and Planning Committee - Undergraduate Curriculum Subcommittee (for course changes).

or
Commission on Teacher Credentialing (with approval by the Provost) for new or revised Credential programs.

4. Single Subject Credential Review and Approval - Subject Matter Component - Review and recommendation by:
   a. Subject matter faculty.
   b. Subject matter departments (in consultation with the Single Subject Coordinator).
   c. Subject matter department chair.
   d. Subject matter dean.
   e. Single Subject Review Committee.
   f. Single Subject Coordinator.
   g. Director of Teacher Education (KSOEHD Dean) in consultation (as needed) with the Advisory Council for Professional Education.
   h. Academic Policy and Planning Committee – Undergraduate Curriculum Subcommittee (for course changes).
   
   or
   Commission on Teacher Credentialing (with approval of the Provost) for new or revised waiver programs.

B. Services and Specialists Credentials and Master's Degrees - Review and recommendation by:
   1. Program faculty.
   2. Program Coordinator.
   3. Department faculty.
   4. Department chairs (and School committees and deans in Colleges/Schools other than the KSOEHD).
   5. KSOEHD Graduate Committee (for Master's degree/advanced certificate programs and 200 series course approval).
   
   or
   Advanced Credential Program Committee (for credential program approval).

   6. Director of Teacher Education (KSOEHD Dean) in consultation (as needed) with the Advisory Council for Professional Education.

   7. Academic Policy and Planning Committee - Undergraduate Curriculum Subcommittee (for 100 series courses).
   
   or
   Graduate Committee - Graduate Curriculum Subcommittee (for 200 series courses and Master's degree program revisions).
   
   or
   Commission on Teacher Credentialing (with approval of Provost) for advanced services and specialist programs.
C. Schematic of Curriculum Process

Program Approval
with Coordinator's signature

Department Approval
with Department Chair's signature

KSOEHD Basic Curriculum Committee Approval
with Committee Chair's signature

Director of Teacher Education Approval
with KSOEHD Dean's signature

University Curriculum Committee Approval
with Provost's signature
D. Schematic of Curriculum Process for the Multiple Subject Review Committee

III. Committee Function and Structure

Committees considered essential in basic and advanced credential and Master's Degree (KSOEHD only) program review and approval are listed below and include details about function and structure.

A. Multiple Subject Review Committee

The Multiple Subject Review Committee is an administrative committee established by the Director of Teacher Education who confirms nominated candidates for membership.

1. Purpose of the Committee
   a. Review the Multiple Subject credential program and make recommendations for change to the Director of Teacher Education.
   b. Review Multiple Subject assessment processes and procedures for the Multiple Subject programs and make recommendations to the Director of Teacher Education.
   c. Address Multiple Subject related issues and/or problems identified by Multiple Subject faculty, members of the Committee, or the Director of Teacher Education.

2. Committee Membership
a. Coordinator of the Multiple Subject Program.

b. Coordinator of the Liberal Studies Major Program

c. Eight Multiple Subject faculty members representing each of these areas: science and math methods, curriculum, cultural foundations, supervision, ed psych, reading, and ELL.

d. Representative of the Special Education faculty.

e. Representative of the Early Childhood faculty.

f. A representative of the public schools.

g. One student representative who is a Multiple Subject student or graduate within the past five years.

h. Chair of the principal teacher education department (currently Curriculum and Instruction).

i. Director of Professional Field Experience – ex officio.

j. Liberal Studies Lead Advisor, or representative – ex officio.

k. Director of Teacher Education – ex officio.

l. Associate Dean for administration – ex officio.

3. Committee Selection/Duration of Term

a. Program coordinators for Liberal Studies and Multiple Subject programs serve because of their positions; appointment is for the duration of their position occupancy.

b. Multiple Subject faculty are nominated by the specific program faculty for terms of two years (renewable).

c. Representatives of the Special Education and Early Childhood faculties will be nominated by the respective program faculty for terms of two years (renewable).

d. A representative for the public schools is appointed annually by the Director of Teacher Education.

e. One student representative who is a Multiple Subject major or recent graduate is appointed annually by the Director of Teacher Education.
f. The chair of the principal teacher education department serves during his/her tenure in that position.

g. The committee chair will be appointed for a term of two years (renewable) by the Director of Teacher Education in consultation with the Multiple Subject Review Committee from among its members. The Chair will not also occupy the role of Multiple Subject or Liberal Studies Coordinator.

Note: One half of the initial “two-year” terms (b. and c.) will be designated for “one-year” to initiate a rotation of membership.

B. Liberal Studies Review Committee

The Liberal Studies Review Committee is a committee established by the Director of Teacher Education.

1. Purpose of the Committee

   a. Review the Liberal Studies major - credential program and make recommendations for change to the Director of Teacher Education.

   b. Review subject matter assessment processes and procedures for the Subject Matter Equivalency programs and make recommendations to the Director of Teacher Education.

   c. Address special program-related issues and/or problems identified by subject matter faculty, members of the Committee, or the Director of Teacher Education.

2. Committee Membership

   a. Coordinator of the Liberal Studies Major Program.

   b. Coordinator of the Multiple Subject Credential Program.

   c. Three Multiple Subject faculty members (one representing Early Childhood Education).

   d. Special Education faculty member.

   e. Representative of the College of Agricultural Sciences and Technology.

   f. Representative of the College of Arts and Humanities.

   g. Representative of the College of Science and Mathematics.

   h. Representative of the College of Social Sciences.
i. Representative of the College of Health and Human Services.

j. Two representatives of the Provost and Vice President For Academic Affairs.

k. Representative of the public schools.

l. Student representative who is a Liberal Studies major.

m. Director of Teacher Education - ex officio.

3. Committee Selection/Duration of Term

a. Program coordinators for Liberal Studies and Multiple Subject programs serve because of their positions; appointment is for the duration of their positions.

b. Multiple Subject faculty are appointed by the Dean in consultation with program faculty.

c. A Special Education faculty member is appointed by the Dean in consultation with program faculty.

d. Representatives of the Colleges of Agricultural Sciences and Technology, Arts and Humanities, Health and Human Services, Science and Mathematics, and Social Sciences are appointed by the dean of each of these Colleges for a period of three (3) years.

e. Representatives for the Provost and Vice-President for Academic Affairs are appointed annually by the Provost and Vice-President for Academic Affairs in consultation with the Committee.

f. A representative for the public schools is appointed annually by the Director of Teacher Education.

g. One student representative who is a Liberal Studies major is appointed annually by the Director of Teacher Education.

h. The Chair will be appointed for a term of two years (renewable) by the Director of Teacher Education in consultation with the Provost.

C. Single Subject - Subject Matter Review Committee

The Single Subject - Subject Matter Review Committee is a committee established by the Director of Teacher Education.
1. Purpose of the Committee
   
a. Review proposals for Single Subject waiver programs and revisions of existing Single Subject waiver programs, making recommendations to the Director of Teacher Education via the Advisory Council for Professional Education.

b. Review proposals for assessment of subject matter competency for Single Subject waiver programs, making recommendations to the Director of Teacher Education via the Education Policy and Curriculum Committee.

c. Address special subject matter program related issues and/or problems identified by subject matter faculty, members of the Committee, or the Director of Teacher Education.

2. Committee Membership
   
The Committee is comprised of the following members:

a. Coordinator of the Single Subject program.

b. Chair of the Department of Educational Research, Administration and Foundations.

c. Members of the Kremen School of Education and Human Development (KSOEHD) Single Subject faculty (2).

d. A chair of a department that houses a Single Subject credential waiver program.

e. Single Subject Academic area advisers (3).

f. A representative of the Office of the Provost and Vice-President for Academic Affairs.

g. Director of Teacher Education - ex officio.

3. Committee Selection/Duration of Term
   
a. The KSOEHD Coordinator and Chair serve because of their positions; appointment is for the duration of the terms of their positions.

b. KSOEHD faculty are elected by Single Subject professional education faculty and serve for a three year term.

c. The chair of a department that houses a Single Subject waiver program is elected by the Single Subject academic area advisers for a three year term.
d. The representatives for the academic area advisers are elected by the Single Subject Academic Advisers Committee and serve for a three year term.

e. The representative for the Office of the Provost and Vice-President for Academic Affairs is appointed annually by the Provost and Vice-President for Academic Affairs.

D. Basic Credential and Curriculum Committee

The Basic Credential and Curriculum Committee is a standing committee in the KSOEHD Constitution.

1. Purpose of the Committee

a. To review program and coursework proposals and revisions of existing programs forwarded by the departments and make recommendations to the Director of Teacher Education.

b. To discuss issues and concerns relevant to basic credential programs and make recommendations to the Director of Teacher Education.

2. Membership

a. One faculty member from each of the departments offering courses for preliminary or clear credentials (elected by the department).

b. Multiple Subject and Single Subject Coordinators.

c. One department chair from a department offering courses for the preliminary or clear credential - ex officio (appointed by the Dean in consultation with chairs).

d. Two at large faculty members (elected by the KSOEHD Assembly).

e. One student enrolled in a basic credential program (appointed by the Director of Teacher Education at the beginning of each academic year).

f. The chair of the committee is elected annually by the committee.

3. Selection

All members of this committee shall serve a term of two years with elections occurring the spring semester of each year. Terms are to be staggered.

E. Graduate Committee (KSOEHD)
The Graduate Committee is a standing committee identified in the KSOEHD Constitution.

1. Purpose
   a. To review existing and proposed graduate courses and programs and, when appropriate, submit recommendations to the Dean who, if approved, refers them to the University Graduate Committee after seeking comments from the program coordinators of any affected programs.
   b. To develop, review, and revise policies and procedures of the internal operation of School graduate programs.
   c. To consider and make recommendations on matters before the University Graduate Committee.
   d. To maintain a liaison with the Office of the Dean of the Division of Graduate Studies and Research.
   e. In all other appropriate ways consistent with the general policies of the Division of Graduate Studies and Research, maintain quality standards for advanced degree study.

2. Membership
   a. Coordinator of the Kremen School of Education and Human Development Graduate Programs (Chair and ex officio member).
   b. Chair of each department (ex officio member).
   c. Coordinator of each graduate program (appointed by the Dean).
   d. Coordinator of KSOEHD research (appointed by the Dean).
   e. One person representing the service area (appointed by the Dean).
   f. One student enrolled in a master's degree program appointed by the Dean.
   g. KSOEHD representative on the University Graduate Committee (elected by California State University, Fresno Faculty).
3. Selection/Length of Term

a. All committee members who are elected by program faculty or appointed by the KSOEHD Graduate Committee are identified during the month of May for service during the following academic year.

b. The Graduate Programs Coordinator, the department chairs, the coordinator of each graduate degree program, doctoral program directors, and the KSOEHD representative for the University Graduate Committee serve for the duration of their appointments to their positions.

c. The service area representative is elected annually by the members of the KSOEHD Graduate Committee.

d. The student representative is appointed annually by the Dean.

F. Advanced Credential Programs Committee

The Advanced Credential Programs Committee is a committee established by the Director of Teacher Education at California State University, Fresno.

1. Purpose of the Committee

a. Review new program proposals and revisions of existing programs and make recommendations to the Director of Teacher Education.

b. Discuss issues and concerns relevant to advanced credential programs and make recommendations to the Director of Teacher Education.

c. Address special program related problems as requested by the Director of Teacher Education.

2. Membership

a. The Coordinator of Kremen School of Education and Human Development Graduate Programs (Ex-officio member and chair).

b. Coordinator of the Agricultural Specialist Credential.

c. Coordinator of the Administrative Services Credential.

d. Coordinator of the Early Childhood Specialist Credential.

e. Coordinator of the Pupil Personnel Services Credential - School Counseling Credential.

f. Coordinator of the Pupil Personnel Services Credential - School Psychology Credential.

h. Coordinator of the Reading Specialist Credential.

i. Coordinator of the Special Education Specialist - Language, Speech and Hearing and the Clinical Rehabilitation Services Credentials.

j. Coordinator of the Special Education Specialist - Level II Mild/Moderate and Moderate/Severe Credentials.

k. A student appointed by the Director of Teacher Education.

3. Committee Selection/Duration of Terms

a. The following members serve because of positions:
   • Coordinator of Kremen School of Education and Human Development Graduate Programs (serves as chair).
   • Coordinator of the Agricultural Specialist Credential
   • Coordinator of the Administrative Services Credential
   • Coordinator of the Early Childhood Specialist Credential.
   • Coordinator of Pupil Personnel Services - School Counseling.
   • Coordinator of Pupil Personnel Services - School Psychology.
   • Coordinator of the Pupil Personnel Services - School Social Work/Child Welfare and Attendance Credential.
   • Coordinator of the Reading Specialist Credential
   • Coordinator of the Special Education Specialist Credential.
   • Level II Language, Speech and Hearing; and the Clinical Rehabilitation Services Credential
   • Coordinator of the Special Education Specialist Credential: Level II Mild/Moderate and Moderate/Severe Credentials.

b. A student appointed annually by the Director of Teacher Education.
G. Advisory Council for Professional Education

The Advisory Council for Professional Education is a committee established by the Director of Teacher Education.

1. Purpose of the Committee

   a. To review and make recommendations pertaining to Kremen School of Education and Human Development Degree programs and university-wide Credential programs.

   b. To address issues and make recommendations pertaining to all University Education programs, operations, and services.

   c. Provide the Dean and Director of Teacher Education a current and impartial impression of the posture of the Kremen School of Education and Human Development in the community.

   d. To advise the Dean and Director of Teacher Education of the Kremen School of Education and Human Development as to ways and means of enhancing the reputation and acceptance of the School in the community.

   e. To develop a climate of cooperation, communication, and mutual association between the Dean, faculty, and students in the Kremen School of Education and Human Development and school districts in the service area.

   f. Maintain and improve the quality of education in the Kremen School of Education and Human Development.

   g. Maintain a primary position for the Kremen School of Education and Human Development within the California State University, Fresno and the California State University system, as well as within the state, the region, the nation, and internationally.

2. Committee membership

   a. Dean and Director of Teacher Education who serves as chair.

   b. KSOEHD Department Chairs.

   c. A Multiple Subject Credential faculty member.

   d. A Single Subject Credential faculty member.

   e. The program coordinator from each of the following advanced credential areas:

      • School Nursing.
• Communicative Disorders.
• School Psychology.
• School Social Work.
• Agriculture Specialist.

f. The Liberal Studies Coordinator.

g. A Single Subject academic area adviser.

h. Three public school employees including:
   • One teacher who has been teaching full-time within the past five years.
   • One administrator.
   • One services or specialist credential holder.

i. One alumnus.

j. One representative from an area business.

k. Two community at large representatives.

l. One representative from a services agency.

m. Two students (one undergraduate and one advanced credential/Master's degree).

n. Education Associate Deans - ex officio.

3. Committee Selection/Duration of Term

a. Dean and Director of Teacher Education serves because of the position.

b. Department Chairs serve because of their positions.

c. Coordinators for: School Psychology; School Nursing; Communicative Disorders; School Social Work; and Agricultural Specialist programs serve because of their positions.

d. The Liberal Studies Coordinator serves because of the position.

e. The Academic Area Adviser representative is elected annually by the Academic Advisers.

f. The Chair (Director of Teacher Education) in consultation with the committee appoints the following:
• One alumnus.
• One representative from the area business community.
• Two community at large representatives.
• One representative from a services agency.
• Three public school representatives.
• Two students (undergraduate and graduate).

H. Advisory Council for Professional Education Executive Committee

The Advisory Council for Professional Education Executive Committee is a committee established by the Director of Teacher Education.

1. Purpose of the Committee
   a. To review education program/course proposals; education issues; and various directives received both within and external to the University in determining agenda items for the Education Advisory Committee.
   b. To call Education Advisory Committee meetings as needed.

2. Membership/Duration of Term
   a. Director of Teacher Education because of position.
   b. One Education Associate Dean appointed annually by the Director of Teacher Education.
   c. One Kremen School of Education and Human Development Department Chair elected annually by the Chairs.
   d. One public school representative appointed by the Director of Teacher Education.
   e. One community representative
IV. Single Subject Credential Policies

For many years the Chancellor of The California State University, with full support from the Trustees, has emphasized the principle of all-University involvement in teacher education. Administration and faculty at California State University, Fresno are also fully committed to this principle and have demonstrated greater cooperative efforts in working toward attainment of this important goal.

Single Subject Credential Program policies and procedures have been developed for the purpose of providing a structure for more effective operation of the Single Subject Credential program as an all-University program at California State University, Fresno. Policies have been developed for the purpose of clarifying some of the roles, responsibilities, and relationships of program administrators and faculty. They are intended for the purpose of building a stronger and more cohesive program that meets the needs of students and provides them with the skills required for success in the teaching profession. Specific areas that are addressed are listed below.

A. Qualifications of Full-time and Part-time Faculty in Professional Education Courses Taught by Subject Matter Faculty

It is the responsibility of the Director of Teacher Education to insure that full-time and part-time faculty nominated by subject matter departments to teach professional education methods and student teaching courses have and maintain sufficient knowledge and experience including:

1. a commitment to teaching, scholarship, and service at the appropriate level, and preferably experience teaching full-time at that level;

2. on-going involvement with the professional world of practice in secondary schools including engagement in dialogue about design and delivery of instructional programs.

3. active involvement in professional associations and provide education-related serves at local, state, and/or national levels.

B. Faculty Search Committee

Search committees established to secure faculty for teaching professional education courses shall include faculty members representing professional education as well as faculty members representing subject matter.

Search committees for subject matter educators shall include one member from the professional education faculty (nominated by the Single Subject Program Coordinator in consultation with the Dean). Search committees for professional education faculty shall include one member from the subject matter faculty (elected by the academic area advisers).

C. Nominating Procedure
Recommendations for appointment of subject matter faculty to teach professional education courses must be sent by the subject matter department chair to the Single Subject Program Coordinator. These recommendations are to be accompanied by a vita, which provides evidence of appropriate background and experience. The Single Subject Program Coordinator in consultation with the Dean will provide a written response regarding whether or not the appointment request will be supported.

D. Evaluation of Credential Courses (CTET 161/Methods and EHD 155B/Student Teaching)

In accordance with Commission on Teacher Credentialing requirements, academic area advisers are expected to secure systematic evaluations of methods (CTET 161) and student teaching (EHD 155B) courses. Subject matter faculty teaching methods (CTET 161) or student teaching (EHD 155B) courses are required to obtain student evaluations of these classes each semester they are offered. Forms for student evaluations are developed by the Coordinator in consultation with the Chair of the Department of Educational Research, Administration and Foundations and the academic area advisers. The chair of the subject matter area compiles (summarizes) numerical data and sends this summary along with the new data (including student comments) to the Chair of the Department of Educational Research, Administration and Foundations through the Single Subject Program Coordinator.

The Chair of the Department of Educational Research, Administration, and Foundations is expected to review and systematically develop an evaluation of the subject matter faculty member's performance associated with professional education courses. The evaluation will be placed in his/her open personnel file. The subject matter faculty member's department and School shall be responsible for recommendations regarding reappointment, tenure and promotion.

E. Student Teaching Requirements

Single Subject student teaching is to be conducted in accordance with policies and procedures established by the Department of Educational Research, Administration and Foundations in consultation with the academic area advisers.

To assure consistency in student teaching contact hours, normally a student is required to teach two classes for a minimum of fifteen weeks for five semester units of credit; and four classes for a minimum of fifteen weeks for ten semester units of credit.

To assure consistency in student teaching supervision, University student teaching supervisors are required to visit school sites and meet with each student enrolled in student teaching a minimum of eight times each semester.

Supervisors of EHD 155B student teachers must comply with policies and procedures for placement of student teachers which have been cooperatively developed by the
Department of Educational Research, Administration and Foundations and the various school districts in the California State University, Fresno service area.

F. Academic Area Advisers - Roles and Responsibilities

Academic area advisers are expected to:

1. advise applicants and candidates of requirements for completion of subject matter requirements;

2. assume responsibility for development, implementation, and evaluation of a system for subject matter assessment;

3. attend Single Subject Advisers Committee meetings and consult on policies and issues associated with the content and operations of the Single Subject Credential program;

4. serve, if requested, on research teams identified for the purpose of selected Single Subject Credential professional education faculty;

5. provide leadership in conducting periodic review and evaluation of the Single Subject waiver program which he/she represents.

Updated May 2, 2003
A CONSTITUTION
FOR THE
KRE MEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
OF THE
CALIFORNIA STATE UNIVERSITY, FRES NO

ARTICLE I. PREAMBLE

California State University, Fresno, derives its existence, authority, and power from the State of California through enactment of the Legislature and the rules and regulations promulgated by the Trustees of the California State University pursuant to such enactment. Under principles enunciated by the Trustees, the President of the University is authorized to delegate functions to and consult with the faculty, but is charged with final responsibility for and given final authority over the University. Similarly, the Dean of the Kremen School of Education and Human Development (KSOEHD) has authority to delegate functions to and consult with the faculty of the Kremen School of Education and Human Development, but is charged with final responsibility for and given final authority over the Kremen School of Education and Human Development.

Ethical Standards for Kremen School of Education And Human Development Faculty

The Kremen School of Education and Human Development (KSOEHD) recognizes that its faculty members are already guided by codes specified in the University’s Academic Policy Manual, the Agreement Between the Board of Trustees of the California State University and the California Faculty Association, and by professional standards established by various professional organizations to which the faculty belong.

We understand that our primary mission is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity. Therefore we have the following professional obligations:
1. To be well informed in our area of professional expertise, to maintain standards that reflect rigorous intellectual honesty, and to continually evaluate the criteria of adequacy upon which our perspectives are based.

2. To make personnel recommendations in actions related to hiring, retention, tenure, and promotion (RTP) without regard to gender, sexual orientation, physical disabilities, marital status, race, social class, religion, ethnic heritage or national origin.

3. To avoid all forms of harassment and not to use our professional positions or rank to compel others to participate in actions, political or otherwise, unrelated to their professional growth and development.

4. To be honest, fair, and open in our relationships with KSOEHD faculty, other University faculty, staff, students, and other institutional representatives.

5. To act with sincerity and integrity on all matters of intellectual or academic differences by allowing full access to the most complete information about any topic of general concern.

6. To inform students of ethical standards and to act according to the highest ethical standard regarding the welfare and progress of students.

7. To act in a cooperative, collaborative fashion, and to utilize consultative expertise to resolve or mediate interpersonal conflict.

INTRODUCTION

The Kremen School of Education and Human Development exists because the roles of educator and counselor are essential in our society for the preservation of culture, the development and extension of human potential, and, indeed the survival of the human race. The Kremen School of Education and Human Development is the vehicle through which individuals are prepared and recommended for credentials and licensure examinations which will legally authorize them to serve in various educational and counseling roles. It is thus of utmost importance that the Kremen School of Education and Human Development Dean and
faculty carefully define their mission and responsibilities; carefully develop policies for the governance of the School; consult appropriately with their various constituencies; evaluate the professional performance of the Dean and the faculty members; continuously monitor the operation of the Kremen School of Education and Human Development; and regularly report its status and problems to appropriate individuals and groups

It is, therefore, necessary that the membership of the Kremen School of Education and Human Development define by constitution the basic organization and processes by which collegial control shall be exercised over the procedures for the (1) definition of mission and responsibilities; (2) development of policy; (3) consultation with constituencies; (4) evaluation of professional performance; (5) monitoring of operations; and (6) reporting on operations to Kremen School of Education and Human Development members, appropriate administrators, and the various constituencies.

Therefore, as stated in the Academic Assembly Constitution for California State University, Fresno, "the joint decision-making and consultation between Administration and faculty is based on collegiality, mutual respect, and trust. ‘Collegiality consists of a shared decision-making process and set of values which regard the members of the various university communities is essential to the success of the academic enterprise ... collegiality rests on a network of interlinked procedures jointly devised, whose aim is to assure the opportunity for timely advice pertinent to decisions about curricular and academic personnel matters.’ Regarding curricular and academic personnel matters, ‘faculty recommendations are normally approved, except in rare instances and for compelling reasons. The collegial process also recognizes the value of participation by the faculty in budgetary matters, particularly those directly affecting the areas for which the faculty has primary responsibility’" (Constitution and By-laws of the Academic Assembly, 1996).

Be it, therefore, resolved that the Dean and the faculty of the Kremen School of Education and Human Development do adopt the following articles as a constitutional statement of principles to guide them toward the achievement of the above stated purposes.
ARTICLE II. GOVERNANCE

Section 1. School Consultative Body (Faculty Assembly) Membership of the School's Consultative Body shall be (1) all full-time academic faculty of the KSOEHD who hold ranks of instructor, assistant professor, associate professor, professor, or full-time lecturer, (2) all tenured academic members of the staff of instructional departments in the School who are in a faculty early retirement program whereby they serve on an intermittent or limited basis (such members retain rights and responsibilities which apply only during semesters of actual service); (3) the School's academic administrators, who shall not vote on matters on which they subsequently render a recommendation or decision.

Section 2. Various groups and individuals such as faculty members of other schools involved in Kremen School of Education and Human Development credential programs, part-time temporary faculty, support staff, students, alumni, etc., may be organized and recognized to function in an advisory role to the Kremen School of Education and Human Development, but they shall not be voting members of the Kremen School of Education and Human Development Faculty Assembly.

Section 3. The School Consultative Body will be represented by the standing committees.

Clause 1. Upon approval by the Dean, the decision/recommendations of a standing committee concerning policy shall be the decision/recommendation of the School Consultative Body pursuant to Article III, Section 5 unless within thirty days after the approved committee decision/recommendation has been communicated to the faculty, a written request for review signed by at least five or more faculty members of the School Consultative Body, is made to the Dean.
Clause 2. If a request for review is received by the Dean, he/she shall call an appropriately announced meeting of the Faculty Assembly to make the review pursuant to Article III, Section 5.
ARTICLE III. COMMITTEES

Section 1. Committees shall be established and organized to develop the procedures and recommendations for achievement of the purposes enumerated in the Preamble. Standing committees in the Kremen School of Education and Human Development will include the following: Executive Committee, Admissions and Standards; Basic Credential and Curriculum; Budget; Educational Equity; Graduate; School Personnel; Research; Scholarship; Development; International Education; Dandoy; and Technology.

Clause 1. Executive Committee

a. Purpose
   1) To enact business for the KSOEHD Faculty Assembly between meetings as needed.
   2) To plan agendas for monthly assembly meetings.

b. Membership
   Four faculty members elected to serve as President, Vice-President (President-Elect), Secretary, and Treasurer of the Faculty Assembly.

c. Selection/Length of Term
   1) Members are elected by secret ballot by a majority vote of all members of the Faculty Assembly.
   2) Members serve for one year and can be re-elected.
   3) If the VP, Secretary, and/or Treasurer position(s) are not filled during regular voting in the spring semester, the newly elected President of the Faculty Assembly can make a recommendation to the Faculty Assembly for appointment(s) to these positions. Voting for these positions in these instances can occur by way of a show of hands or secret ballot at the meeting.
   4) If vacancies in the Faculty Assembly need to be filled, or if there are insufficient volunteers to serve on the Faculty Assembly, department chairs will each be asked to forward a name of a faculty member...
Clause 2. Admissions and Standards

a. Purpose

1) To formally admit students to the KSOEHD basic credential programs.
2) To recommend to the KSOEHD policy and procedures regarding admission to and standards of the basic credential programs.
3) To act upon student petitions which request exceptions to KSOEHD policy regarding admissions or standards in the basic credential programs.

b. Membership

1) Two faculty members who teach core courses in the Multiple Subject credential program.
2) Two members who teach core courses in the Single Subject credential program.
3) One member who teaches in the Special Education program.
4) Multiple Subject Coordinator
5) Single Subject Coordinator
6) Special Education Coordinator
7) Chair of one of the departments offering courses for basic credential programs (appointed by the Dean in consultation with the Chairs), ex-officio.

c. Selection/Length of Term

1) Members shall be appointed by the Dean with the advice and consent of the Faculty Assembly. Members shall serve a term of three years with appointments/elections occurring the spring semester of each year. Terms are to be staggered.
2) One committee chair shall be selected by the committee through a direct vote or secret ballot.

Clause 3. Basic Credential and Curriculum
a. Purpose

1) To review basic credential programs and coursework proposals and revisions forwarded by the departments and make recommendations to the Director of Teacher Education, who forwards them to the University Undergraduate Curriculum Committee.

2) To discuss issues and concerns relevant to basic credential programs and make recommendations to the Director of Teacher Education.

b. Membership

1) One faculty member from each of the departments offering courses for the preliminary or clear credentials.

2) Multiple Subject, Single Subject, and Special Education Coordinators.

3) One Department Chair, from a department offering courses for the preliminary or clear credential - ex officio (appointed by the Dean in consultation with chairs).

4) Two at large faculty members (elected by the KSOEHD Assembly).

5) One student enrolled in a basic credential program (appointed by the committee at the beginning of each academic year).

6) The chair of the committee is elected annually by the committee.

c. Selection/Length of Term

All members of this committee, elected by the departments and the KSOEHD Assembly, shall serve a term of three years with elections occurring the spring semester of each year. Terms are to be staggered.

Clause 4. Budget

a. Purpose

1) To propose priorities for budget allocations of the KSOEHD in accordance with School and University policies.

2) To review and make recommendations for budgetary adjustments (if needed) during the academic year.

3) To monitor expenditures and make recommendations for budgetary adjustments (if needed) during the academic year.

4) To report back to the departments after budget committee meetings.
The Committee will meet a minimum of three times during the academic year one time at the beginning, a second time at mid-year and a third time during the spring semester.

b. Membership
1) Dean of the KSOEHD or representative (ex officio)
2) Associate Dean of the KSOEHD
3) KSOEHD’s Budget Manager (ex officio)
4) Department Chairs
5) One faculty member from each department
6) The Associated Students Inc. student senator for the KSOEHD.

c. Selection/Length of Term
1) Elected members shall serve a term of three years with elections occurring the spring semester of each year. Terms are to be staggered.
2) Faculty members are elected by their department faculty.
3) The student member is appointed annually by the Dean of the KSOEHD.

Clause 5. Educational Equity

a. Purpose
1) To recommend activities by KSOEHD faculty to improve admission, retention, and completion rates of historically underrepresented minorities.
2) To coordinate educational equity activities of the Kremen School of Education and Human Development.
3) To develop and recommend a sound educational equity plan for the School.
4) To develop partnerships with public schools and agencies specifically designed to recruit diverse students into all Kremen School of Education and Human Development programs.
5) To coordinate the efforts of an advisory board of student and community leaders from underrepresented groups to provide direction and support.
to the educational equity program of the Kremen School of Education and Human Development.

b. Membership

1) Two members from each department.
2) One committee chair shall be selected by the group.
3) A student member appointed by the committee chair in consultation with the committee.

c. Selection/Length of Term

1) Members are to be elected from departments as vacancies occur.
2) Each member shall serve a term of three years with elections occurring the spring semester of each year. Terms are to be staggered.

Clause 6. Graduate

a. Purpose

1) To review existing and proposed graduate courses and programs and, when appropriate, submit recommendations to the Dean who refers them to the University Graduate Committee after seeking comments from the program coordinators of any affected programs.
2) To develop, review, and revise policies and procedures for the internal operation of school graduate programs.
3) To consider and make recommendations on matters before the University Graduate Committee.
4) To maintain a liaison with the Office of the Dean of the Division of Graduate Studies and Research.
5) In all other appropriate ways consistent with the general policies of the Division of Graduate Studies and Research, maintain quality standards for advanced degree study.

b. Membership

1) Coordinator of the Kremen School of Education and Human Development Graduate Programs (Chair and ex officio member)
2) Chair of each department (ex officio member)
3) Coordinator of each graduate program (appointed by the Dean)
4) California State University, Fresno co-director of joint doctoral program
5) One person representing the service area (elected by the Committee)
6) One student enrolled in a master's degree program (elected by the Committee)
7) KSOEHD representative on the University Graduate Curriculum Subcommittee (appointed by the University Graduate Committee; ex officio member of the KSOEHD Graduate Committee)

c. Selection/Length of Term
1) The Graduate Programs Coordinator, the Department Chairs, the Coordinator of each graduate degree program, doctoral program director, and the KSOEHD representative for the University Graduate Committee serve for the duration of their appointments to their positions.
2) The service area representative is elected annually by the members of the KSOEHD Graduate Committee.
3) The student representative is elected annually by members of the KSOEHD Graduate Committee.

Clause 7. Personnel
a. Purpose
1) To examine the RTP portfolios, the evaluations, open personnel files, and recommendations of the department and make independent written recommendations, pursuant to University policy, regarding the granting of retention and tenure to nominated faculty.
2) To examine the RTP portfolios, the evaluations, open personnel files, and recommendations of the department to make independent recommendations, pursuant to University policy, regarding the granting of promotion to eligible faculty.
3) To examine the merit of each leave application along with recommendations of the department and make independent written recommendations to the Dean.
4) To review and make recommendations regarding sabbatical requests.
b. **Membership**

1) One tenured, full professor from each department, elected by the department.
2) One tenured, full professor from the faculty at large elected by secret ballot by the Faculty Assembly.

c. **Selection/Length of Term**

1) All members of this committee shall serve a term of three years with elections occurring the spring semester of each year. Terms are to be staggered. Members may not serve consecutive three-year terms.
2) One committee chair shall be selected by the committee through a direct vote or secret ballot.

**Clause 8. Research**

a. **Purpose**

1) To advance faculty and student research that is culturally sensitive, social justice driven, and focused on advancing the equity missions of the Kremen School of Education and Human Development and the California State University, Fresno.
2) To support and facilitate through advisement the development of programs to bring guest speakers, workshops, and seminars to the campus or school, particularly as it relates to advancing the research agendas of faculty of the Kremen School of Education and Human Development.
3) To provide feedback to Kremen faculty in the process of developing research proposals (e.g., proposals being submitted to and/or rejected by the Dandoy committee).
4) To work in collaboration with the Dandoy committee to help create a forum for the presentation of research funded by the Dandoy committee.

b. **Membership**

1) The committee will consist of five faculty members.
2) The five members must have a peer-reviewed journal article either published or accepted in the last 24 months from the time they are elected as committee members.

3) The five members will be elected by the faculty assembly, from a slate of candidates and take into consideration a diversity of expertise, in areas such as: research design, quantitative and qualitative methods, action research, research on cultural competencies, mentoring junior faculty in creating research agendas, publishing, and grant writing and management.

4) Each candidate will provide a brief statement summarizing their research qualifications and disseminate this to the Faculty Assembly membership prior to being elected. In the case they are nominated on the day of the election, candidates can explicate their research qualifications vocally at the Faculty Assembly prior to the elections.

c. Selection/Length of Term

1) The five faculty members shall serve a term of three years with elections occurring the spring semester of each year. Terms are to be staggered.

2) The chair will be elected by members of the committee.

3) A graduate student appointed by the committee chair in consultation with the committee, with strong consideration going to graduate students interested in learning about research that is focused on equity and social justice, and graduate students that come from racially and ethnically diverse communities.

d. Meetings/Procedures

1) The Research Committee members will meet monthly (or as needed) to accomplish the purposes of the Committee.

Clause 9. Scholarship

a. Purpose

1) To compile and review scholarships available to students in the Kremen School of Education and Human Development. Disseminate such information to students and faculty in the School.
2) To review scholarship applications, and when appropriate interview scholarship applicants and make recommendations to the University Scholarship Office.

3) To review applications and/or interview students for any other scholarships deemed appropriate to be serviced through the KSOEHD Scholarship Committee.

b. Membership

The committee to be comprised of five members: one from each department and one at-large member.

c. Selection/Length of Term

1) Members shall serve a term of three years with elections occurring the spring semester of each year. Terms are to be staggered.

2) The five faculty members are elected by the Assembly.

3) One committee chair shall be selected by the committee through a direct vote or secret ballot.

Clause 10. Development

a. Purpose

1) To propose priorities for the raising of funds through development activities to the KSOEHD Faculty Assembly for recommendation to the Dean of the Kremen School of Education and Human Development.

2) To set goals and objectives for development activities to benefit the KSOEHD and assist in fund-raising projects.

3) To plan, coordinate, and implement development activities for KSOEHD.

b. Membership

1) Director of Development

2) Department Chairs

3) Major project directors

4) Five faculty members: one from each department and one at-large.

5) Two staff member (development staff and one at-large).
6) A student appointed by the committee chair in consultation with the committee.

c. Selection/Length of Term
1) Faculty members are elected by the Assembly and serve for three years.
2) The student representative is appointed annually.
3) The Director of Development will serve as chair.

Clause 11. International Education

a. Purpose
1) To facilitate international, multicultural and cross-cultural experiences for faculty, staff and students of the Kremen School of Education and Human Development.
2) To seek funding and support for such international experiences.
3) To establish priorities related to International Education.
4) To assist and support the recruitment of international students to KSOEHD and its programs.
5) To enhance the cultural competency of all members of the KSOEHD with regard to international issues.

b. Membership
1) Chair
2) One faculty member from each department
3) Two at-large members that can be faculty or international education specialists from across the campus
4) A student member appointed by the International Education Chair in consultation with the committee

c. Selection/Length of Term
1) Elected members serve three-year terms.
2) Faculty members from each department are elected by the members of their departments.
3) At-large members are selected and voted in by the International Education Committee.
4) Student member(s) appointed annually by the International Education Chair in consultation with the committee.

5) The committee chair is voted in yearly by the committee, and can serve up to three consecutive years as chair.

Clause 12.  Dandoy Faculty Professional Development

a. Purpose

1) To support and facilitate research and faculty professional development at the Kremen School of Education and Human Development.

2) To make recommendations on the distribution of Dandoy funds.

3) To work in collaboration with the Research Committee to help create a forum for the presentation of research funded by the Dandoy committee.

b. Membership

1) The committee will consist of four elected faculty members, one from each department.

2) The committee will also consist of three faculty members appointed by the dean: the Faculty Assembly President, the Director of Research, and a representative of the dean. Within the dean's appointments, an effort will be made to select at least one person of color.

c. Selection/Length of Term

1) The four elected faculty members shall serve a term of three years with elections occurring the Fall semester of each year. Terms are to be staggered. The Faculty Assembly President shall serve the year in which s/he is President. The Director of Research and the dean’s representative shall serve at the discretion of the dean.

2) The chair will be the Director of Research.

d. Meetings/Procedures

1) The Dandoy Committee members will meet as needed to accomplish the purposes of the Committee.

2) If a Dandoy Committee member has submitted a proposal that will be reviewed by the Committee, he or she will be replaced by the department alternate for purposes of the review process.
**Clause 13. Technology**

*Purpose*

To review and prioritize technology purchasing across the KSOEHD.

*Membership*

1) The committee will consist of five faculty members: one from each department, and one at-large.

2) The committee will also consist of up to three technology specialists.

3) The committee will also consist of a staff representative from the dean’s or associate dean’s office.

4) A student can be appointed by the chair of the committee, in consultation with the committee.

*Selection/Length of Term*

1) The five faculty members shall serve a term of three years with elections occurring the spring semester of each year. Terms are to be staggered.

2) Faculty members from each department are elected by the members of their departments.

3) The at-large faculty member is elected by the KSOEHD Faculty Assembly.

4) The three technology specialists and the staff representative are appointed by the dean of KSOEHD and shall serve at the discretion of the dean.

5) A student can be appointed by the committee chair in consultation with the committee.

6) The committee chair is appointed by the dean of KSOEHD.

*Meetings/Procedures*

1) The Technology Committee members will meet as needed to accomplish the purposes of the Committee.

2) If a Technology Committee member has submitted a proposal that will be reviewed by the Committee, he or she will be replaced by the department alternate for purposes of the review process.
Section 2. The Kremen School of Education and Human Development, Dean, and all degree and credential programs will have advisory committees. The purpose of the committees is to ensure the involvement of teachers, students and other education professionals in the unit's policy-making body in curricular and other school-related matters. Membership on program advisory committees will be determined by the program faculty and should include, but not be limited to, university faculty, students, and representatives from school districts in the California State University, Fresno service area. Each program coordinator, in consultation with the program faculty, will determine a rotation system for advisory committee membership.

Section 3. Sufficient committees shall be established to accomplish the enumerated purposes. Additional committees may be established as needed. All standing committees shall be established by the Faculty Assembly with the advice and consent of a majority vote of the faculty members voting at an appropriately called and announced meeting of the Faculty Assembly with a quorum in attendance.

Section 4. All committee meetings, deliberations, records, and minutes shall be open to inspection by the voting Faculty Assembly members, with the exception of those having to do with personnel matters.

Section 5. Committee Recommendations

Clause 1. Recommendations regarding policy shall be forwarded to the Faculty Assembly for approval and then to the Dean. Such recommendations shall be effective within thirty days unless (1) it is rejected by the Dean, (2) it is sent back to the committee of origin with comments, or (3) five or more voting Faculty Assembly members request a hearing at an appropriately called and announced meeting of the Faculty Assembly.
Clause 2. All School policies and procedures, other than those specified in the articles, shall be recommended to the Dean by the members of the Kremen School of Education and Human Development Faculty Assembly acting through the various School committees.

Clause 3. Such recommendations shall become School policies or procedures upon approval by the Dean.

Section 6. Each committee will forward one copy of any newly-approved policy to the Kremen School of Education and Human Development Faculty Assembly President and to the School Dean. When approved by the School Dean, the policy shall be inserted into a permanent Kremen School of Education and Human Development Policy and Procedures Handbook.

Section 7. Members of committees who do not attend regularly will be notified by the faculty assembly or committee chair. After such notification, should the member miss two more meetings in a given year, a resignation may be issued by the committee chair or the executive committee. Committees may select their own minimum level of attendance based on their committee meeting needs.
ARTICLE IV. FACULTY ASSEMBLY

Section 1. Membership

Clause 1. Membership includes the Dean, Assistant/Associate Dean and all full-time academic faculty of the Kremen School of Education and Human Development who hold the rank of instructor, assistant professor, associate professor, professor, or full-time lecturer. All tenured academic members of the staff of instructional departments in the School who are in a faculty early retirement program, whereby they serve on an intermittent or limited basis, retain rights and responsibilities which apply only during semester of actual service. The Dean and President of the Faculty Assembly shall certify the list of members when so requested.

Clause 2. Full-time academic faculty holding a joint appointment in the Kremen School of Education and Human Development and another school shall be granted full voting rights in the Kremen School of Education and Human Development Faculty Assembly if their home school for matters of appointment, retention, tenure, promotion etc., is the Kremen School of Education and Human Development.

Clause 3. Any groups and individuals recognized by the Kremen School of Education and Human Development such as faculty members of other schools involved in Kremen School of Education and Human Development credential programs, part-time temporary faculty, support staff, students, alumni, etc., may participate in the discussions of the Faculty Assembly, but they may not vote.

Section 2 Officers

The officers of the Faculty Assembly shall consist of a President, a Vice-President (President-Elect), a Secretary, a Treasurer, and such other officers as
the Faculty Assembly may from time to time determine by a majority vote of the Faculty Assembly members in attendance and voting at any appropriately called and announced meeting of the Faculty Assembly. The officers shall be elected for one-year terms, but shall have the right to succeed themselves if so elected.

Elections shall be held each spring semester. Faculty members elected to offices will begin serving their posts at the beginning of the following fall semester. The election process shall include the following:

Clause 1. From the Dean's office, a 30-day notice-to-vote will be given to all eligible full-time faculty. The 30-day notice will serve as the official voting ballot. Faculty receiving the notice-to-vote will have 30 days to return the ballot. Ballots returned to the Dean's office within the 30-day time period will be included in the tally of votes.

Clause 2. The 30-day notice-to-vote will include names of faculty members who have been nominated by their full-time faculty colleagues for the offices of President, Vice-President (President-Elect), Secretary, and Treasurer. The 30-day notice-to-vote will include spaces for write-in nominations for each of the offices.

Clause 3. At the end of the 30 days, a tally will be made of the ballots received by the Dean's office. Results will be announced in writing to all members of the Faculty Assembly at the next regularly scheduled meeting.

Clause 4. If the VP, Secretary, and/or Treasurer position(s) are not filled during regular voting, the newly elected President of the Faculty Assembly can make a recommendation to the Faculty Assembly for appointment(s) to these positions.

Section 3 Meetings
Clause 1. Meetings of the Faculty Assembly may be called by the President of the Faculty Assembly and shall be called within a reasonable period of time by the President at the request of the Dean or any ten voting members of the Faculty Assembly.

Clause 2. All meetings, to qualify as official for any voting purpose, must have been announced to the voting Faculty Assembly members in writing, with the proposed action agenda specified, at least three working days in advance of the meeting. Recommendations and related material shall have been made available to the voting Faculty Assembly members during the days intervening between the announcement and the meeting.

Clause 3. A meeting of the Faculty Assembly will be considered official for any kind of action only if a quorum of thirty percent of the voting members of the Faculty Assembly, as certified by the Dean and the President of the Assembly, are present.

Clause 4. All recommendations of the Faculty Assembly shall be made by a majority vote of the members voting at an appropriately called and announced meeting of the Faculty Assembly, with a quorum in attendance.

Clause 5. All recommendations of the Faculty Assembly and duly constituted committees are advisory only.
ARTICLE V.  PARLIAMENTARY AUTHORITY

Section 1, The latest edition of Robert's Rules of Order Newly Revised shall prevail at all meetings of the Kremen School of Education and Human Development Faculty Assembly and at all meetings of School committees.
ARTICLE VI. DEAN OF THE KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Section 1. The Dean (who is also designated as the Director of Teacher Education) shall serve as the chief administrative officer responsible to the Provost and Vice President for Academic Affairs, under whose supervision the School shall assume broad responsibility for developing, coordinating, and reviewing (in consultation with the School Consultative Body as defined in Article 11):

a. undergraduate programs;
b. graduate programs jointly with the Division of Graduate Studies and Research;
c. personnel recommendations and allocations;
d. relationships with the University;
e. budget allocations;
f. general education and any other all-University requirements;
g. use of facilities and equipment;
h. relationships to students;
i. relationships with the community.
ARTICLE VII. DEPARTMENTS

Section 1. Departments shall be recognized within the Kremen School of Education and Human Development when they are legally required and/or appropriately established. Within the framework of University and School policy, the internal organization and management of each department will be determined by the members of the department.

Section 2. Role of the Department Chair

Each department shall have a Chair responsible to the School Dean. Under his/her leadership and general supervision, the department shall have primary responsibility for initiating and making recommendations on all matters relating to:

a. selection, retention, and promotion of personnel;
b. development and improvement of the department curriculum, both graduate and undergraduate;
c. budget;
d. growth and improvement of the department in terms of professional development and School, University and community relationships.

The Kremen School of Education and Human Development conforms to the Memorandum of Understanding and the University "Policy on Department Chairs" (as stated in the Academic Policy Manual).

Clause 1. Nomination of Department Chairs

a. Departments shall conduct Chair nominations every four years or sooner, if requested by the majority of the department, the incumbent Chair, or the President.
b. Full-time tenured and probationary faculty are eligible to participate in the nomination process.
c. At the beginning of the last semester of the incumbent Chair’s term, the Dean will announce that the department shall begin deliberations on nomination of a Chair. To this end, the department shall:

1) select a representative committee from among the eligible faculty to determine the process by which the department will nominate a Chair. This process will be subject to the approval of the department faculty and the Dean.

2) nominate candidates in accordance with the approved procedures and vote on the nominees.

3) forward to the Dean a list of the nominees with a count of the votes each received and a description of how each nominee is considered to meet the qualifications for departmental leadership.

d. The Dean shall forward the list, vote count and descriptions, along with a recommendation, to the President via the Provost and Vice President for Academic Affairs.

Clause 2. Evaluation of Department Chairs

a. Evaluation of Department Chairs shall be conducted pursuant to University policy.
ARTICLE VIII. PROGRAMS

Section 1. Programs shall be recognized within the Kremen School of Education and Human Development when they are legally required and/or appropriately established. Within the framework of University, School, and Department policy, the internal organization and management of each program will be determined by the members of the program.

Section 2. Role of the Program Coordinator

Each program shall have a Coordinator responsible to the Department Chair. Under his/her leadership and general supervision, the program shall have primary responsibility for developing and maintaining the credential and degree programs submitted to, and approved by the University and the California Commission on Teacher Credentialing (CCTC).

The Coordinator is responsible to:

a. Coordinate, develop and review masters and credential programs.

b. Participate in faculty reviews.

c. Coordinate program scheduling efforts.

d. Coordinate advising with students as required.

e. Make recommendations for resources.

f. Participate in governance and coordinate public relations for the program.

Clause 1. Appointment of Program Coordinators

a. The Dean shall appoint a Program Coordinator on the recommendation of the program faculty and the Department Chair after consultation with the department faculty.

b. The term is for three years and a Coordinator may be selected for a subsequent term in accordance with the Kremen School of Education and Human Development's policy.
ARTICLE IX. APPROVAL

Section 1. The Dean and President of the Faculty Assembly shall certify the members of the Faculty Assembly for purposes of an election to approve this constitution.

Section 2. This constitution shall be approved when it receives approval of two-thirds of the members of the Faculty Assembly who cast a ballot, approval by the Dean, approval by the Provost, and approval by the President.

Section 3. This constitution shall be effective with the beginning of the next regular semester following approval, which shall be according to University policy.
ARTICLE X. AMENDMENTS

Section 1. Proposed amendments to this constitution may be initiated by a two-thirds vote of the members in attendance and voting at any appropriately called and announced meeting of the Faculty Assembly or by petition of any ten voting members of the Faculty Assembly.

Section 2. Opportunity for discussion of a proposed amendment shall be provided at the next meeting of the Faculty Assembly following the proposal of the amendment.

Section 3. Amendments proposed pursuant to Article X, Sections 1 and 2, shall require the approval of a majority vote of the members cast by secret, written ballot and approval by the Dean of the Kremen School of Education and Human Development, approval by the Provost, and approval by the President, pursuant to University policy.

Section 4. Approved amendments shall be added to this constitution and become effective immediately upon receiving the necessary approval.

Approved by KSOEHD Faculty Assembly: October 22, 1999
Approved by Academic Senate: April 26, 2000
Approved by President John Welty, May 8, 2000
Amended to add Article III, Section 7, Spring, 2003
Amended by KSOEHD Faculty Assembly in the Spring of 2013 to:
   (a) modified Article III, Section 1;
   (c) modified Article IV, Section 2;
   (e) added Article III, Section 1, Clauses 12 and 13; and
   (f) added Article IV, Section 2, Clause 4.
Multiple Subject and Single Subject Programs

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Full/Part Time</th>
<th>Role/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kien Pham</td>
<td>Full</td>
<td>Student Teacher Supervision; Co-Teaching professional development for cooperating teachers</td>
</tr>
<tr>
<td>Jean Behrend</td>
<td>Full</td>
<td>Site-based partnership coordinator</td>
</tr>
<tr>
<td>Melanie Wenrick</td>
<td>Part</td>
<td>Student Teacher Supervision; Site-based partnership liaison</td>
</tr>
<tr>
<td>Lisa Nyberg</td>
<td>Full</td>
<td>Partnership team-teaching with K-12 teachers</td>
</tr>
<tr>
<td>Stephen Bock</td>
<td>Part</td>
<td>Director, Scout Island Outdoor Education Center (Fresno County Office of Education)</td>
</tr>
<tr>
<td>Susana Mata</td>
<td>Part</td>
<td>Student Teacher Supervision</td>
</tr>
<tr>
<td>Jose Lomeli</td>
<td>Full</td>
<td>Co-Teaching professional development for cooperating teachers; Teaching in site-based partnership</td>
</tr>
<tr>
<td>Bernard Arenz</td>
<td>Full</td>
<td>Student Teacher Supervision; Teaching in site-based partnership</td>
</tr>
<tr>
<td>Joe Parks</td>
<td>Full</td>
<td>Student Teacher Supervision; Teaching in site-based partnership</td>
</tr>
<tr>
<td>Glenn DeVoogd</td>
<td>Full</td>
<td>Student Teacher Supervision; Teaching in site-based partnership</td>
</tr>
<tr>
<td>Steve Hart</td>
<td>Full</td>
<td>Teaching in site-based partnership; Supervision of Reading Masters students</td>
</tr>
<tr>
<td>Imelda Basurto</td>
<td>Full</td>
<td>Teaching in site-based partnership; Supervision of Reading Masters students</td>
</tr>
<tr>
<td>Joanne McKay</td>
<td>Full</td>
<td>Teaching in site-based partnership; Supervision of Reading Masters students</td>
</tr>
<tr>
<td>Lisa Bennett</td>
<td>Part</td>
<td>Doctoral research in K-12 settings</td>
</tr>
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</table>
### Education Specialist Program

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Full/Part Time</th>
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</thead>
<tbody>
<tr>
<td>Elisa Jamgochian</td>
<td>Full</td>
<td>Student Teacher Supervision</td>
</tr>
<tr>
<td>Dana Powell</td>
<td>Full</td>
<td>Student Teacher Supervision; Teaching in site-based partnership</td>
</tr>
<tr>
<td>Hong Shen</td>
<td>Full</td>
<td>Student Teacher Supervision; Teaching in site-based partnership</td>
</tr>
<tr>
<td>Colleen Torgerson</td>
<td>Full</td>
<td>Partnership Coordinator; Teaching in site-based partnership</td>
</tr>
<tr>
<td>Marcia Kraft</td>
<td>Full</td>
<td>Student Teacher Supervision</td>
</tr>
<tr>
<td>Mary Luck</td>
<td>Part</td>
<td>Student Teacher Supervision</td>
</tr>
<tr>
<td>Geri Gurland-Jones</td>
<td>Part</td>
<td>Student Teacher Supervision</td>
</tr>
<tr>
<td>Sina Shamp</td>
<td>Part</td>
<td>Student Teacher Supervision</td>
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### Education Administration Programs

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Full/Part Time</th>
<th>Role/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Brown Welty, Ph.D.</td>
<td>Full</td>
<td>Leadership coach, Member Hanford Elementary District Alternative Governance Board</td>
</tr>
<tr>
<td>Virginia Boris, Ed.D.</td>
<td>Full</td>
<td>Co-Director CVELI, Leadership coach, Professional development consultant</td>
</tr>
<tr>
<td>Walt Buster, Ed.D.</td>
<td>Full</td>
<td>Director of CVELI, Leadership coach</td>
</tr>
<tr>
<td>Linda Hauser, Ph.D.</td>
<td>Full</td>
<td>Leadership coach, Curriculum developer/Facilitator for district/university networks, PD. consultant</td>
</tr>
<tr>
<td>Ken Magdaleno, Ed.D.</td>
<td>Full</td>
<td>Leadership coach, Director CALSA mentoring program for K-12 administrators</td>
</tr>
<tr>
<td>Ron Unruh, Ph.D.</td>
<td>Full</td>
<td>Program evaluator for numerous current education projects on K-12 campuses/districts</td>
</tr>
<tr>
<td>Donald Wise, Ph.D.</td>
<td>Full</td>
<td>Leadership coach, Member Hanford Elementary and Sanger Unified Alternative Governance Board</td>
</tr>
<tr>
<td>Terry Allen, Ph.D.</td>
<td>Part</td>
<td>Former principal, Educational consultant</td>
</tr>
<tr>
<td>Phil Black, Ed.D.</td>
<td>Part</td>
<td>Director of Research of Visalia Unified</td>
</tr>
<tr>
<td>Name</td>
<td>Part</td>
<td>Position</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>James Bushman, Ed.D.</td>
<td>Part</td>
<td>Headmaster of University High School</td>
</tr>
<tr>
<td>Elaine Cash, M.A.</td>
<td>Part</td>
<td>Leadership coach, Educational consultant</td>
</tr>
<tr>
<td>Michael J Giovannetti, Ed.D.</td>
<td>Part</td>
<td>Former superintendent, Director Renaissance Group for teacher preparation</td>
</tr>
<tr>
<td>Don Goodey, Ph.D.</td>
<td>Part</td>
<td>Former college president, Educational consultant</td>
</tr>
<tr>
<td>Corey Greenlaw, Ed.D.</td>
<td>Part</td>
<td>Director of Evaluation of county schools</td>
</tr>
<tr>
<td>Kim Mecum, M.A.</td>
<td>Part</td>
<td>Director of Human Resources, Fresno Unified</td>
</tr>
<tr>
<td>Debbie Parra, Ed.D.</td>
<td>Part</td>
<td>Director of Instruction K-6 Clovis Unified</td>
</tr>
<tr>
<td>Cheryl Rogers, Ed.D.</td>
<td>Part</td>
<td>Assistant Superintendent, Clovis Unified</td>
</tr>
<tr>
<td>Julie Severns, Ed.D.</td>
<td>Part</td>
<td>Director of Leadership Development, Fresno Unified</td>
</tr>
<tr>
<td>Tracy Smith, Ed.D.</td>
<td>Part</td>
<td>Elementary Principal, Clovis Unified</td>
</tr>
<tr>
<td>Dennis R Wiechmann, Ed.D.</td>
<td>Part</td>
<td>Director of Alternative Education, Sanger Unified</td>
</tr>
</tbody>
</table>
ADMISSION PROCEDURES

Deadlines

Applications are only accepted one time per year for the School Psychology Program. All application materials must be received by February 1st for fall entry. Please note that the Psychology departmental application deadlines differ (they are earlier) from the University application deadlines; contact the Graduate Admissions office for more information at 559-278-4073.

UNIVERSITY AND DEPARTMENT APPLICATIONS

All applicants are required to complete applications for both the University Graduate Admissions Office, then the Department of Psychology. Both applications can be found at www.csumentor.edu. After completing the University application, a link will be found to complete the Psychology Department graduate program application.

CONTACT INFORMATION

Graduate Programs
Department of Psychology
CSU, Fresno
2576 E. San Ramon ST 11
Fresno, CA 93740-8039
(559) 278-2691
psych.csufresno.edu

Graduate Admissions Office
CSU, Fresno
5150 N. Maple Ave JA 57
Fresno, CA 93740-8026
(559) 278-4073
www.csufresno.edu

*application available on-line at
www.csumentor.edu

In addition to the University and Department applications, applicants will need to obtain the following information and mail it to the Psychology Department by the appropriate deadline:

- At least three letters of recommendation are required from individuals familiar with the applicant’s previous academic work. Letters of recommendation for applicants to the School Psychology program should also include comments related to the applicant’s ability to work closely with people in the human services area. Letters should be on letterhead stationary and should be mailed directly from the recommender to the Department of Psychology at the following address:

  Graduate Programs
  Department of Psychology
  California State University, Fresno
  2576 E. San Ramon ST 11
  Fresno, CA 93740-8039

- Applicants to the School Psychology Program must also take the California Basic Educational Skills Test (C-BEST). Scores are to be sent directly to the Department of Psychology. This examination must be taken no later than December for the February 1st deadline. Passing scores must accompany
CALIFORNIA STATE UNIVERSITY FRESNO
SCHOOL NURSE SERVICES CREDENTIAL PROGRAM
APPLICATION FOR ADMISSION

Last Name                              First                                    MI                              Maiden
______________________________________________________________________________
Street                                                   City                                      State                Zip
______________________________________________________________________________
Home Phone               Cell Phone     Work Phone                                Email

Current Licenses, Credentials and Certificates

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<tr>
<th>License</th>
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<th>Expiration</th>
<th>License</th>
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<th>Expiration</th>
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<tbody>
<tr>
<td>CA RN</td>
<td></td>
<td>X</td>
<td>Audiometrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preliminary Health Services</td>
<td></td>
<td></td>
<td>Public Health Nurse</td>
<td></td>
<td>X</td>
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</table>

Last 4 digits of SS#                                       Other:  

Degree Dates: BSNursing:  MSNursing:  Other, specify:

List all educational institutions attended or currently enrolled including CSU Fresno if applicable

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
<th>Enrolled From</th>
<th>Enrolled To</th>
<th># Units</th>
<th>Degree</th>
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List nursing work experience starting with the most recent. Attach second sheet if necessary

<table>
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<tr>
<th>Institution</th>
<th>Location</th>
<th>Position</th>
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<th>Date To</th>
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</table>

Personal and Professional Fitness: Have you ever been convicted or pleaded nolo contendere for any violation of the law other than minor traffic offenses. If any of the above events occurred with subsequent court action sealing the juvenile record under Penal Code Section 1203.45, this question may be answered “no”. Please circle: Yes            No
If you answered “yes” to the above question, please contact: Commission on Teacher Credentialing, Professional Practices Division, (916) 445 02311
I verify that the above information is true and accurate ________________________________ 
Signature of Applicant ________________________________ 
Date

Attachments
CALIFORNIA STATE UNIVERSITY, FRESNO  
Department of Nursing  
School Nurse Services Credential Program  
APPLICANT RECOMMENDATION FORM  

The candidate named below is applying for admission to the School Nurse Services Credential Program for preparation as a school nurse. Your evaluation of the applicant will assist us in the selection process. This form will be placed in the student's open file. Please return the form directly to:  
Coordinator, School Nurse Services Credential Program  
Central California Center for Excellence in Nursing  
1625 East Shaw Avenue #146  
Fresno, CA 93710  

APPLICANT _______________________________________________________________________________  

In what relationship have you known the applicant? ___________________________________________________  

Please rate the individual on the following abilities and characteristics:  

_A rating of 1 is minimal and 5 is outstanding_  

<table>
<thead>
<tr>
<th>Ability</th>
<th>Minimal</th>
<th>2</th>
<th>3</th>
<th>Outstanding</th>
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<tr>
<td>Ethical Behavior</td>
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<tr>
<td>Interpersonal Relationships</td>
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<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Written Expression</td>
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<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Creativity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Reliability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Knowledge Base</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Working with Children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Working Under Stress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Independence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Judgment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Decision-making</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
<tr>
<td>Professional Image</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 5</td>
</tr>
</tbody>
</table>

Additional Comments __________________________________________________________________________  
____________________________________________________________________________________________  

Name (please print) _______________________________ Title _________________________________  
Work Place ____________________________________ Email address ___________________________  
Signature________________________________________ Date _____________________________  

Revised 1/9/2012  
Attachments
SCHOOL PSYCHOLOGY PROGRAM CHECKLIST

General
- Pass CBEST prior to program acceptance (Needed for credential)
- Join CASP or NASP – maintain membership each year throughout the program
- Attend one professional workshop each semester

Year 1 - Fall
- August - Obtain Certificate of Clearance for practicum (May need to repeat for some practicum placements) (Save proof for credential)
- August - Attend graduate and program orientations
- August/September - Fill out volunteer paperwork for practicum placement site if required by practicum district
- August/September - TB test evidence (within last 12 months) if required by practicum district
- Attend a plagiarism workshop; submit certificate.
- December - Pass Graduate Writing Requirement (GWR) (administered in Psych 244A)

Year 1 - Spring
- Repeat practicum placement paperwork (fingerprints, volunteer form, TB test) as required by new placement
- Complete thesis proposal through Psych 244B
- Complete Institutional Review Board (IRB) training through Psych 244B
- Turn in NASP portfolio and practicum/internship checklist.

Year 2 - Fall
- Repeat practicum placement paperwork (fingerprints, volunteer form, TB test) as required by new placement
- Complete Advancement to Candidacy Form (Available on Division of Graduate Studies website)
- Form a thesis committee
- Submit Thesis Committee Form
- Submit proposal for Humans Subjects and IRB approval
- Register for NCSP/PRAXIS II exam (Take in November, January or March)
- Complete requirements for Behavior Intervention Case Management (BICM) (Through Psych 278, Psych 285, and/or Psych 287)
Year 2 - Spring

- Repeat practicum placement paperwork (fingerprints, volunteer form, TB test) as required by new placement
- Take NCSP/PRAXIS II exam
- **Print PRAXIS scores immediately when received online!!** There is a 45 day window. Submit scores to program coordinator
- Thesis proposal must be successfully defended and student must obtain a passing score (165) on PRAXIS II prior to internship
- Develop resume and internship portfolio
- Interview for internships
- Obtain signatures on CSUF internship agreement and District internship contract.
- Submit materials for PPS internship credential following grade posting for spring semester
- All coursework except internship supervision class must be completed prior to internship
- Turn in updated NASP portfolio and practicum/internship checklist.

Year 3 - Fall

- Register for Internship class (Psych 267) and thesis (Psych 299)
- Attend a thesis formatting workshop through Division of Graduate Studies if not completed earlier

Year 3 – Spring

- If thesis was not defended in fall, sign up for thesis (Psych 299)
- Apply for graduation at beginning of semester of graduation
- Thesis must be completed and defended by mid-March for spring graduation
- If finishing in summer or fall, apply for graduation then. Continue to sign up for 299 (through Division of Continuing Education) each semester until graduation
- Initiate Program Clearance form in month prior to graduation
- Complete department and Kremen School of Education exit surveys
- Turn in completed NASP portfolio and practicum/internship checklist
- Following completion of internship, submit paperwork for PPS credential. Program completion data will be submitted to credential analyst by the Program Coordinator **after grades are posted and all logs (May and June) are received.**
- Upon graduation and completion of internship hours, you may apply for the NCSP. Have paperwork signed by field supervisor and university program coordinator. Form is available on the NASP website.
Appendix 3

CALIFORNIA STATE UNIVERSITY, FRESNO

Kremen School of Education and Human Development

Educational Leadership and Administration Program

Administrative Fieldwork and Internship Agreement

The Educational Leadership and Administration Program can more successfully prepare candidates for leadership roles when there is active collaboration between schools and the university. To that end, the following agreement seeks to ensure that candidates receive adequate guidance, mentoring, and assistance from the candidate’s mentor as well as from the university fieldwork or intern supervisor, and course instructors, aligned with the standards of the California Commission for Teacher Credentialing.

For fieldwork candidates, the school district agrees to:
1. Select a site for the candidate that is conducive to learning the skills of educational and instructional leadership,
2. Designate a certified administrator at the candidate’s site who has successful leadership experience as a mentor to provide support and counseling to the candidate and to evaluate the candidate’s performance in collaborative efforts with the university supervisor,
3. Provide reasonable release time to attend orientation and training sessions for supervisors provided by the Educational Leadership and Administration Program,
4. Review and provide input into Educational Leadership and Administration Program fieldwork materials, activities, assessments, and procedures,
5. Complete any and all fieldwork assessments of the candidate in a timely manner,
6. Provide opportunities for the candidate to experience responsibilities that are closely related to the job performance requirements of administrators,
7. Provide resources to the candidate to perform the fieldwork activities agreed upon by the supervisor and the candidate,
8. Meet with the university fieldwork supervisor as needed to discuss the candidate’s progress and professional development needs,
9. Have an adequate understanding of the California Professional Standards for Educational Leaders (CPSELs), and
10. Participate in the assessment of the candidate’s performance on an ongoing basis.
For fieldwork candidates, the Educational Leadership and Administration Program of California State University, Fresno agrees to:

1. Provide a university supervisor that will periodically visit the site, candidate and/or the candidate’s supervisor; observe and discuss pertinent issues; and hold seminars related to the fieldwork experience and program courses.
2. Provide orientation and guidance as needed for the candidate’s supervisor.
3. Provide guidance to the candidate to complete all fieldwork requirements.
4. Recommend the candidate for the Preliminary Administrative Services Credential upon successful completion of all program requirements.

For administrative interns:

All of the agreements of the school district and the Educational Leadership and Administration Program for candidates in fieldwork apply to administrative internships, with the following additions:

1. The school district and the Educational Leadership and Administration Program recognize that the administrative intern has been placed in a regular administrative position and agree to provide an intensive level of orientation, guidance, mentoring, and support,
2. The district and the Educational Leadership and Administration Program also recognize the need for an intense level of collaboration and communication to support the candidate throughout the internship, and
3. The district understands that the candidate must receive this intensive level of support from the district and the university along with the regular coursework for each semester of the Educational Leadership and Administration Program.
4. The district understands that the candidate must have completed three years of successful teaching experience in order to obtain the Administrative Intern Credential.

Both parties agree to all terms of this Administrative Fieldwork and Administrative Intern partnership agreement:

by:

<table>
<thead>
<tr>
<th>District Superintendent</th>
<th>Date</th>
<th>Educational Leadership and Administration Program</th>
<th>Date</th>
</tr>
</thead>
</table>
Appendix 4

SAMPLE ADMINISTRATIVE INTERN LETTER FOR DISTRICTS
PLEASE USE DISTRICT LETTERHEAD

The Employing School District agrees to:

1. Submit the name of the administrative internship candidate along with this formal agreement to the Kremen School of Education and Human Development, California State University Fresno.

2. Ensure that the candidate submits a formal university admission application immediately and otherwise be qualified and acceptable as a graduate student in the university.

3. Provide assurance that the candidate holds a current teaching certificate in California and has a minimum of three years successful teaching experience.

4. Ensure that the candidate has passed the CBEST and possess a CTC identity clearance certificate.

5. Provide experience in a position that does not displace certified employees in the district.

6. Assign the administrative intern to administrative duties, a majority of which will be comparable to those of certified personnel in similar positions.

7. Designate a certified administrator at the school site as a mentor to provide support and counseling to the administrative intern and to evaluate that person’s performance in collaborative efforts with the university supervisor.

8. Terminate the internship agreement at any time, if it is found that it’s continuation would be detrimental to the children at the site involved; consider terminating the agreement at the end of one semester if the school site supervisor and the university supervisor report that the administrative intern apparently does not have the ability to become an excellent administrator.

The Candidate (Administrative Intern) Agrees to:

1. Perform all faculty duties assigned, including those preparatory to the beginning of school, to the same degree as do fully certified administrators in the same school and/or district.

2. Enroll for six or more units of instruction in the Educational Leadership and Administration Program during each the regular semesters enrolled in the...
administrative internship preparation period and enroll in additional courses, if necessary, to complete all credential requirements during this period.

3. Not hold other employment during the preparation period.

4. Meet the ethical, legal, and other professional standards expected of regularly credentialed administrators.

The Kremen School of Education and Human Development at California State University, Fresno, through the Educational Leadership and Administration Program agrees to:

1. Assure that the administrative intern continuously attends courses designated as appropriate to the program.

2. Provide a university faculty member as a supervisor that will periodically visit the site, administrative intern, and district representatives; observe diagnose difficulties, prescribe remedial measures as required, and provide any other support necessary as related to the administrative internship.

3. Recommend the intern for the Preliminary Administrative Services Credential at the completion of the program.

__________________________  ____________________________
(District Designated Signature and Date)  (Student Signature and Date)

__________________________
(University Designee)
August 10, 201?

Dr. Donald Wise, Coordinator
Educational Leadership and Administration Program
5005 N. Maple Ave M/S 303
Fresno, CA 93740-8025

Dear Dr. Wise:

The Valley Unified School District is interested in participating in the Administrative Internship Credential Program through California State University, Fresno. In order to provide Ms. Student, an administrative intern serving as the new vice principal of Valley Central Elementary School, with a quality program, the district is committed to the following:

1. orientation in the responsibilities of the administrative intern’s position
2. ongoing supervision and evaluation by site and district administrators
3. a salary commensurate to the responsibilities of the administrative position held
4. responsibilities which meet the instructional and service needs of the district
5. an administrative assignment which assumes a majority of the duties authorized to be performed by credentialed persons in a similar position
6. a position which does not displace a fully credentialed administrator.

We anticipate a productive partnership between California State University, Fresno Educational Leadership and Administration Program and Valley Unified School District. I look forward to working with you and Ms. Student as she fulfills the requirements of her internship.

Sincerely,

Superintendent of Schools
Valley Unified School District.
Important Offices & Phone Numbers

Teacher Internship Program Office
ED 220-E  (559) 278-0232
Rich Firpo, Program Director
Maria Rodriguez, Administrative Assistant

Education Student Services Center
ED 100  (559) 278-0300
Lisa Nyberg, Ed.D., Multiple Subject Coordinator
Jody Daughtry, Ed.D., Single Subject Coordinator
Ed. D., Janell Morillo, Pat Christensen, Esther Rodriguez
& Jessica Choy, Multiple Subject Advisors

Certification and Graduate Office
ED 151  (559) 278-0299
Sherri Nakashima, Credential Analyst

Curriculum & Instruction
ED 250  (559) 278-0257
Janine Quisenberry, Director of Field Experiences

Literacy Early Bilingual Special Education
Department
(559) 278-0250

Teacher Internship Program
5005 N. Maple Ave M/S ED 2
Fresno, CA. 93740-8025
Phone: (559) 278-0232
Fax: (559) 278-0113
fresnostate.edu/internship

FRESNO STATE

Teaser Internship Program
California State University, Fresno
Kremen School of Education and
Human Development

Leadership For Diverse Communities

Tel: (559) 278-0232
KSOEHP Room 220-E
The Teacher Internship Program (TIP) was developed and implemented at California State University, Fresno in 1992 in a joint partnership with several school districts in the surrounding area. The program provides a year-long alternative certification option for obtaining the following teaching credentials:

- Multiple Subject (Elementary)
- Single Subject (Secondary)

Preliminary Education Specialist
(Mild/Moderate & Moderate Severe)

With emphasis in one of the following areas:
- Early Childhood Education-Multiple Subject Core
- Multiple Subject Core
- Single Subject Core

An early completion program is available if qualified.

The TIP program permits individuals to teach in an elementary, secondary or special education classroom setting using an "Internship Credential" while being enrolled in a credential program and earning a modestly reduced salary. Upon admission to the internship program, interns will participate in the following:

- Classroom management training.
- Enroll in education professional preparation courses.
- Attend professional development seminars held during the academic year.

Program Benefits

As an intern you will benefit from the following:

- Earn a modestly reduced salary while completing your preliminary credential.
- Use four substitute days during the year for your personal professional development. (classroom observations, attending conferences, training, etc.)
- Receive financial support up to $150 for classroom related expenses.
- Participate in training related to classroom management.
- Learn from a University Supervisor and a school site Cooperating Teacher who will support you during the internship experience.
- Engage in Professional Development Seminars that blend practice with theory under the guidance of a program Support Provider to assist in professional development.
- Increase your marketability as a fully credentialed teacher.
- Develop a collegial-support network of grade level teachers to enrich your teaching skills.

Requirements

Before applying to TIP you need to complete the following requirements:

- Completion of undergraduate degree from an accredited college/university.
- Admission to the university as a Graduate/Postbaccalaureate Student. Apply online at www.csumentor.edu.
- Admission to the credential program with the Kremen School of Education and Human Development. Applications may be obtained at fresnostate.edu/kremen/applications.
- CBEST
- Subject Matter Competency Multiple Subject California Subject Examination for teachers (CSET)
Single Subject California Examination for Teachers (CSET) for the specific subject OR Equivalency program from the appropriate single subject department.
- US Constitution
- Prerequisite coursework (see course sequence sheet)
- Apply for Final Student Teaching (Final Student Teaching applications are located in ED 100).

**Single Subject candidates must obtain their Single Subject Academic Advisor’s signature on the Final Student Teaching application before submitting to ED 100.

*See Course Sequence Sheet for Teacher Interns
California State University, Fresno
Education Specialist Clear Credential

VERIFICATION OF EXPERIENCE

If experience is a requirement for your credential, please have the experience verified by your current and/or previous employer using this form. You only need to verify experience that is appropriate for the issuance of this credential. If you have served in more than one position for a single employer, have a separate form completed for each position that you held.

Do not mail this form directly to the Commission separate from the application.

This is to certify that:

(Name of Applicant)

has served satisfactorily from: 
(Month/Year) to (Month/Year)

in the position of (check one):

Teacher
Education Specialist
Resource Specialist
Administrator
Counselor
Other (specify):

in the following grade(s) or level:

in the area or subject of:

☐ Full-time
☐ Part-time (specify): hours/day days/week
☐ Day-to-Day Substitute

School/Agency:
Address:
Phone Number:

Verified by: ________________________________________________________________
(Signature)

Name:
Title:
Date:

Attachments 116
SUPPORT PROVIDER DATA SHEET
California State University, Fresno
Education Specialist Credential Program

Name:

Current Position:

Work Phone: Fax: Email:

School Name: District:

School Address (#, Street, City, and Zip):

---

**Degrees Held**

Degree:

Institution:

Date Awarded:

Degree:

Institution:

Date Awarded:

---

**Credentials Held**

Type:

State:

Date Expires:

Type:

State:

Date Expires:

Type:

State:

Date Expires:

Attachments
Preparation to serve as a support provider

Briefly describe how you were prepared for the role of a district support provider:


I agree to serve as the district support provider for:

Name of Clear Credential Candidate

___________________________________________________

Date:

Signature of District Support Provider

Attachments
VERIFICATION OF EMPLOYMENT
AS A SPECIAL EDUCATION TEACHER IN DEAF EDUCATION
(Initial verification, CDDS 278)

1. **Personal Information**
   Applicant’s Full Legal Name: ________________________________
   
   CSUF Student ID
   *Attach a copy of Preliminary Level I Education Specialist Credential or a Certificate of Eligibility.

2. **Employing Agency**

   Title of Position: __________________________________________
   
   Date of Initial Employment: ________________________________
   
   Name of Employing Agency: _________________________________
   
   Mailing Address: __________________________________________
   
   City: ___________________________ State _______ ZIP ________
   
   County of Employment: ___________________________ Phone: ( ) _________
   
   Name of Immediate Supervisor: ______________________________
   
   Position: ________________________________________________
   
   Printed Name of Employer or Designee __________________________ Title __________

3. **Plan for developing the Individualized Induction Plan**

   Support Provider (not principal or supervisor) Assigned to Credential Holder: _________
   
   Position of Support Provider: _________________________________
   
   Employing Agency: __________________________________________
   
   Institution Selected for Development of Individualized Induction Plan and Completion of Professional Level II Program: _________________________________
KSOEHD APPLICATION

THE CLEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

NAME: (Mr.) (Ms.) ______________________  __________  ______________________

Last  First  Middle

ADDRESS: ____________________________  ____________________________

Number & Street  City  State  Zip

E-MAIL: __________________________________________________________

TELEPHONE: Home (__________) __________________________  Business (__________) __________________________

ID NUMBER: ____________________________  GENDER: F  M  BIRTHDATE: ____________________________

CITIZENSHIP: _______ United States Citizen

American Indian/Alaskan

Non-U.S., Immigrant “green card”

Black

Non-Hispanic

Non-U.S., F visa (student)

Non-U.S., other visa

Asian

Chicano, Mexican-American

Non-U.S., undermined status

Pacific

Islanders

Refugee

White

Non-Hispanic

Filipino

Decline

to state

EDUCATIONAL BACKGROUND (Colleges Attended):

<table>
<thead>
<tr>
<th>College</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Degree</td>
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<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Master Degree</td>
<td></td>
</tr>
</tbody>
</table>

CSUF STATUS:

Admitted/ currently enrolled at CSUF  Yes  No

Applied to CSUF semester/year

Program Through Extended Education  Yes  No

Attachments
To complete your application, attach a copy of your Preliminary Administrative Services Credential and submit it with this application to room ED 151.

<table>
<thead>
<tr>
<th>OFFICE USE ONLY</th>
</tr>
</thead>
</table>

**FACULTY REVIEW:**

- [ ] Approved  
- [ ] Denied

- Verification of Administrative Position

<table>
<thead>
<tr>
<th>Conditional</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Date</th>
</tr>
</thead>
</table>

- Classified standing granted

<table>
<thead>
<tr>
<th>Semester</th>
</tr>
</thead>
</table>

- Credential Authorization Program completion

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

- Credential Granted
## Appendix 17

**California State University, Fresno**  
**Clear Administrative Services Credential**  
**Program Completion Form**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>M.I.</th>
<th>Social Security Number (or ID No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
<td></td>
<td>City/State/Zip</td>
</tr>
<tr>
<td>Home Phone</td>
<td></td>
<td></td>
<td>Work Phone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPSEL Requirements Met</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shared Vision of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Culture of Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Management of the School in the Service of Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Working with Diverse Families and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Personal Ethics and Leadership Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Political, Social, Economic, Legal and Cultural Understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Mentor Signoff** ____________________________ Date _________________

**Previous Course Work or Experiences Considered For Credit**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
<th>Course Title/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>______</td>
<td>________________________</td>
</tr>
</tbody>
</table>

**Coordinator Signoff** ____________________________________ Date _____________

**Required (Core) Coursework Completed (Non-doctoral Students)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
<th>Course Title/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EAD 279 Advanced Administrative Fieldwork A (Induction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>EAD 278T Transforming Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EAD 264 Seminar in the Legal Aspects of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EAD 266 Seminar in School Finance and Business Admin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EAD 275 Seminar in Advanced Techniques of Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>EAD 278T Interpersonal Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>EAD 279 Advanced Administrative Fieldwork B (Assessment)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Coordinator Signoff** ____________________________________ Date _____________

---

Attachments
<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
<th>Course Title/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EDL 201</td>
<td>3</td>
<td>Organizational Theory (Assessment Administered)</td>
</tr>
<tr>
<td>3</td>
<td>EDL 202</td>
<td>3</td>
<td>Educational Reform</td>
</tr>
<tr>
<td>3</td>
<td>EDL 280T</td>
<td>3</td>
<td>School Law</td>
</tr>
<tr>
<td>3</td>
<td>EDL 280T</td>
<td>3</td>
<td>Resource and Fiscal Planning</td>
</tr>
<tr>
<td>3</td>
<td>EDL 280T</td>
<td>3</td>
<td>Human Resource Administration</td>
</tr>
<tr>
<td>3</td>
<td>EDL 280T</td>
<td>3</td>
<td>Conflict Resolution/Interpersonal Leadership</td>
</tr>
<tr>
<td>0</td>
<td>Pass Qualifying Exam (Assessment Administered)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Doctoral Program Signoff**

Date

(Form Continues of the Back of this Page)

**Professional Development (Non-University) Activities Approved**

<table>
<thead>
<tr>
<th>Semester/Date</th>
<th>Units/Hours</th>
<th>Grade</th>
<th>Course Title / Experience Description</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Coordinator Signoff**

Date

**Culminating Assessment Completed (Practice that Meets the Standard)**

**Coordinator Signoff**

Date

**Two years experience with a Preliminary Administrative Services Credential**

**Credential Recommendation:**

Approval

Date

Program Coordinator

Attachments
Appendix 14
California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential

Induction Plan

Candidate ________________________________ Current Position _____________________ Date __________________

District mentor ____________________________ Position _________________ Contact information __________________________

University Mentor ______________________________ Contact information ______________________________

As a result of the initial assessment of the candidate’s skills, dispositions, and knowledge, this plan has been developed to further the professional growth of the candidate to meet the performance needs of her/his position of leadership.

<table>
<thead>
<tr>
<th>Assessment Finding</th>
<th>Specific Activities for Growth</th>
<th>Timeline for activity and dates of mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Targeted Development Area)</td>
<td>(Process, Resources, Persons)</td>
<td></td>
</tr>
<tr>
<td>CPSEL focus</td>
<td>CPSEL focus</td>
<td></td>
</tr>
</tbody>
</table>

Examples of findings:

Interpersonal Skills
Leadership Skills
Relationship Building Skills
Legal Issues
Financial and Budgeting Knowledge

Coursework to be included in the Induction Plan:

Offered during Fall semester:
EAD 279 Advanced Administrative Fieldwork and Mentoring (1 unit)
EAD 278T Transforming Schools (1 unit)
EAD 264 Legal Aspects of Education (2 units)

Offered during Spring semester:
EAD 266 School Finance & Business Administration (2 units)
EAD 275 Personnel Relations (2 units)
EAD 278T Interpersonal Relations (1 unit)
EAD 279 Advanced Administrative Fieldwork and Mentoring (1 unit)
<table>
<thead>
<tr>
<th>Assessment Finding (Targeted Development Area) CPSEL focus</th>
<th>Specific Activities for Growth (Process, Resources, Persons) CPSEL focus</th>
<th>Timeline for activity and dates of mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attachments
We agree to this induction plan, developed on ________________ , 20__ . We acknowledge that this plan will be modified as needed through subsequent assessment until the time the candidate completes all requirements for the Clear Administrative Services Credential.

__________________________________     ___________________________________    _______________________________
Candidate                    District mentor                  University Mentor
Amendment to the Induction Plan

Candidate _________________________________  Current Position _______________________ Date _____________________

As a result of periodic assessment of the candidate’s skills, dispositions, and knowledge, the initial Induction Plan has been amended to further the professional growth of the candidate in order to meet the performance needs of her/his position of leadership. The amendments below modify the original plan by adding additional activities, modifying existing activities, or deleting existing activities to better meet the needs of the candidate.

<table>
<thead>
<tr>
<th>Change to the initial Induction Plan</th>
<th>Explain if this change will add, modify, or delete existing activities in the initial Induction plan</th>
<th>Timeline for activity and dates of mentoring</th>
</tr>
</thead>
</table>

We agree to the amendment(s) to the original induction plan, developed on this day __________________ , 20___ . We acknowledge that this plan may be further amended as needed through subsequent assessment until the time the candidate completes all requirements for the Clear Administrative Services Credential.

__________________________________     ___________________________________    __________________________________
Candidate                    District mentor           University Mentor
Appendix 15
California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential

Mentoring Log

Candidate ____________________________________  Current Position _____________________________________________

This log serves as a record of the mentoring activities of the candidate. The candidate should keep an updated log at all times and review it with the district mentor and university supervisor. Please make copies for additional pages as necessary.

<table>
<thead>
<tr>
<th>Date and time of mentoring activity</th>
<th>Mentoring activity(ies)</th>
<th>Outcome and Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Include the topics discussed, relation to the CPSELs, and whether the mentoring takes place via face-to-face, phone, email, etc.</td>
<td></td>
</tr>
</tbody>
</table>
CDDS Department Application for Clear DHH Credential Program  
Department of Communicative Disorders and Deaf Studies  
California State University, Fresno  
Fresno, CA 93740-8019  
(559) 278-5187 (FAX)  
(559) 278-2423 (VOICE), (559) 478-2788, (866) 957-9016 (VP)

NAME__________________________________________ DATE___________

STUDENT ID #____________________________________

ADDRESS ________________________________________

________________________________________________

MAILING ADDRESS (If different)________________________

________________________________________________________________________

TELEPHONE: HOME: ( )____________________ FAX: ( )___________

E-MAIL ADDRESS:____________________________________

EMPLOYER:________________________________________

SUPERVISOR:_______________________________________

ADDRESS ________________________________________

TELEPHONE: WORK: ( )____________________ FAX: ( )___________

YEARS OF EMPLOYMENT IN A SCHOOL DISTRICT AFTER COMPLETING LEVEL I CREDENTIAL - __________

I have completed the following: Date Granted

Level I D/HH Credential __________

MA Degree __________

Multiple Subjects Credential __________

Other CA Credential __________

DO NOT WRITE BELOW THIS LINE

Received: Dept. Application____________

Final Recommendation after review by faculty: Accepted __________ Denied ________

Graduate Program Coordinator:_______________________________________________

DHH Credential, Fresno State, CDDS Clear Cred Application January 2012