

2020 Preconditions

General Institutional Preconditions

General Statement Applicable to all Preconditions for all Educator Preparation Programs

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

(1) Accreditation and Academic Credit. The program(s) must be operated by

(a) **Institutions of higher education:** A college or university that

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

On [March 2, 2016](#), a [letter](#) was sent to President Joseph I. Castro from Mary E. Petrisko, President, Western Association of Schools and Colleges (WASC) reaffirming [Fresno State's accreditation](#) and scheduling the next accreditation Offsite Review for spring 2025 and the accreditation visit in fall 2025. The campus is dedicated to continuous improvement.

(ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

California State University, Fresno grants both baccalaureate and post baccalaureate credit listed in the Fresno State general catalog under [Degree Programs, Majors, and Minors](#)

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

Not applicable

(2) Enrollment and Completion. Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

- (i) completes the program;
- (ii) withdraws from the program;
- (iii) is dropped from the program based on established criteria; **or**
- (iv) is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

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

As an institutional unit, Fresno State has adhered to the above commitment for decades with our credential programs as evidenced by the fact that no single student has ever faced the situation of not completing their programs due to program closures.

In order to provide written assurance to students, we have already initiated the process of including the above stipulations in our [university catalog](#).

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

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

The Dean of the Kremen School of Education and Human Development, 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. 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 as stated in the Teacher Education Governance [Policy \(APM225\)](#). Fresno State does not have credential programs offered by the Division of Global and Continuing Education.

(b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.

The Director of Teacher Education, who can also be the Dean of the Kremen School 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. ([University Organizational Chart](#)) 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 ([Kremen School Organizational Chart](#)); therefore the Program Coordinators' roles and responsibilities are delineated in the [Kremen School Faculty Assembly Constitution](#). However, as described in the Fresno State Academic Policy Manual, the Coordinator provides recommendations to the Department Chair and the Chair makes final course assignments.

- (c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

The President, Provost, Director of Teacher Education, Credential Analyst, and program coordinators for all credential programs are Fresno State employees of the university which is the commission approved institution. As Fresno State employees, they must adhere to specific policies in the Academic Policy Manual in reference to the Teacher Education program at Fresno State.

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

California State University, Fresno makes all personnel decisions without considering differences 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. This policy is listed in the Fresno State general catalog under Policies: Nondiscrimination and the EEO and Diversity webpage.

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

Fresno State has cooperated in the past, and will a) continue to fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; b) cooperate in an evaluation of our program by an external team or a monitoring of the program by a Commission staff member, and c) participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation. Regular meetings at the program institutional level have been conducted currently and over the past to ensure that we are updated on CCTC requirements and timelines and are equipped to respond to requests for documents and information.

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

Fresno State has cooperated in the past and intends to continue to fully cooperate and respond to all requests of the Commission for data such as program enrollments and completions within the time limits specified by the Commission and will update institutional contact information annually.

There are several staff and one faculty member who contribute to the annual reporting of data in our programs. These staff members are in the dean's office, advising and our FAST 2 Coordinator, Dr. Jeanie Behrend. The following people and titles are responsible for specific data reported every year. 1. Laura Rabago, Administrative Services Coordinator 2. Sherri Nakashima, Credential Analyst 3. Martha Lomeli, Administrative Analyst 4. Dr. Jeanie Behrend, FAST II Coordinator

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

Fresno State has cooperated in the past and continues to positively affirm the veracity of all statements and documentation submitted to the Commission. The Unit Head, Dr. Laura Alamillo, signed the document affirming that all documents statements and information provided to the Commission are accurate and truthful.

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

The University has in place well-defined policies for student rights, grade protest, and review processes for student petitions. The process for grade protest is outlined in the Academic Policy Manual, the Faculty Handbook, the General Catalog, the Schedule of Courses, and on a website from the Office of the Dean of Student Affairs. The policy detailing the student academic petition process is available in the General Catalog and on a web site from the Office of the Vice-President for Student Affairs. Complaint Action Guidelines for Manager and Department Chairs distributed by the AVP for Faculty Affairs also support the system in managing complaints. The Dean of Student Affairs and the Student Grievance Board handle all formal grievances with the exception of matters related to grading.

Procedures for Teacher Candidate Remediation/Reassignment/Dismissal are defined in the student field placement handbook. Students are given information of the grievance process and when situations arise students move through this process at the program coordinator level, Chair level and when unresolved, the associate dean has conducted the final level of review and made recommendation to the Dean, Director of Teacher Education for final decision.

- (9) **Faculty and Instructional Personnel Participation.** All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. *Reference: Education Code Section 44227.5 (a) and (b).*

All full-time and part-time faculty in the Kremen School who teach a credential 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/residencies, involvement in professional development of site-based educators, work on grants, and service on boards or other organizations directly involved in public school education. Faculty document this in Faculty Activity Reports and through the retention and promotion process.

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

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

1. Access to website listing admission requirements:
Multiple Subject: <http://fresnostate.edu/kremen/teaching-credential/apply-credential/credapp.html>
Education Specialist: <http://fresnostate.edu/kremen/teaching-credential/apply-credential/credapp.html>
Single Subject: <http://fresnostate.edu/kremen/teaching-credential/singlesubject/future-student/application.html>
2. Access to website listing instructions to apply for credential:
<http://fresnostate.edu/kremen/teaching-credential/cred-cert.html>
3. Access to the [Center for Advising and Student Services](#) which is open to the public and enrolled candidates M-F 8 am to 5 pm.
4. Documentation regarding admission requirements is posted in the Center.
5. Staff is available to answer questions regarding admission requirements and credential completion
6. Scheduled and walk-in appointments are available with advisors
7. A dedicated email address is provided for advising
8. Program coordinators conduct informational orientations in person and online
9. Single Subject credential candidates meet with Academic Area Faculty for advising
10. Access to website listing the [course schedules](#)
11. Access to the website containing the [program handbooks](#)
12. Access to the website of the [course catalog](#)
13. Access to a [clinical practice website](#)
14. Credential analyst conducts credential application process seminar
15. Successful completion

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

- a. Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
 - 1. Candidates have access to their transcripts and degree progress reports through their PeopleSoft Student Support portal.
 - 2. Candidates and Graduates can request official transcripts from Admissions and Records.
- b. All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
 - 1. Student records are maintained in the Kremen School Credential Program online database.
 - 2. A student paper file is created for each candidate containing verification of admission requirements, documentation regarding program progress, field placement evaluations and credential applications housed in the Education Building. These files are kept in a locked file in the office of the admission technician. They are not accessible to anyone outside of those who need access.
- c. Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.
 - 1. Student electronic records are maintained in PeopleSoft, a secure online data warehouse.
 - 2. Student files are kept in the credential admission analyst's office which is locked and not accessible to the public in the Education Building.
 - 3. Completed or inactive files are maintained in archives located in the Center for Advising and Student Services in the Education Building.

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

Fresno State will commit to disclosing information regarding any outside organizations as indicated. No outside agency currently provides any part of the educator preparation programs.

Educator Preparation Program Specific Preconditions Preliminary Programs

Preliminary Multiple Subject Credential Program

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

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](#) consists of 44 units in three phases which can be completed in less than two years. The program can be completed in one year of full-time study when one phase is completed during the summer.

The Multiple Subject Credential Program with the [Bilingual Authorization Program](#) requires an additional 3 units of professional preparation coursework during the credential program.

The [Early Childhood Education Credential Option](#), a program designed to be compatible with the Dual, Bilingual, Blended/Integrated, and Internship programs, is currently on hiatus. The last cohort graduated in Spring 2018; we paused the program beginning fall of 2018. Fresno State is looking forward to re-opening this unique program in the near future.

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

The [Multiple Subject Credential Program](#) requires two prerequisite courses: EHD 50 *Introduction to Teaching* and CI 100 *Educational Applications of Technology*. CI 100 may be taken as a co-requisite with Phase 1 of the program. Each course is three (3) units, for a total of six (6) units prior to student enrollment in the first clinical practice course.

- (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 candidates to demonstrate knowledge of alternative methods of developing English language skills. Catalog descriptions for the primary courses that assess these skills are listed below.

LEE 159. Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context

This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success. (Formerly LEE 172/180T)

LEE 158. Literacy Foundation TK-8

Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice. (Formerly LEE 173/180T/180T)

LEE 166. Disciplinary Literacies and Integrated Curriculum

Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles. (Formerly LEE 177/180T.)

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

Undergraduate Liberal Studies degree students who meet eligibility requirements may apply to the [Multiple Subject Credential Program](#) while completing their Bachelor of Arts in Liberal Studies degree. Student progress towards the degree is monitored by the Kremen Liberal Studies Advisors and the Liberal Studies Coordinator through the Degree Progress Report (DPR).

<https://fresnostate.edu/kremen/students/advising/index.html>.

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

Prior to admission, applicants for the [Multiple Subject Credential Program](#) must provide evidence of [subject matter proficiency](#) by providing evidence of passing scores for the three (3) subtests of the *California Subject Examination for Teachers: Multiple Subjects* (CSET) or providing transcripts to verify completion of the California State University, Fresno, Commission-approved subject matter preparation program, or by providing an original subject matter competency verification letter from a different university with a Commission-approved subject matter preparation program. Candidates who meet all of the admission requirements, except for the minimum grade point average of 2.67, or 2.75 or higher in the last 60 units, may complete a [Special Consideration](#) Form to request consideration for admission for low GPA.

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

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission- approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Candidates in [Multiple Subject Credential Program](#) must provide evidence of [subject matter proficiency](#) by providing evidence of passing scores for the three (3) subtests of the *California Subject Examination for Teachers: Multiple Subjects* (CSET) or providing transcripts to verify completion of the California State University, Fresno, Commission-approved subject matter preparation program, or by providing an original subject matter competency verification letter from a different university with a Commission-approved subject matter preparation program.

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

- Possession of a baccalaureate or higher degree for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate degree in a subject other than in professional education from a regionally accredited institution
- Completion of 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 Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Prior to recommending candidates for the Multiple Subject Credential, candidates must provide documentation to the Credential Analyst verifying that they have met all legal requirements listed on the [Preliminary Credential Application](#)

Preliminary Single Subject Credential Program

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

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 [Single Subject Credential Program](#), consists of 34 units of professional coursework. These units can be completed as a two or three semester sequence, thus allowing students to complete the program in one year of full-time study, or less than two years but no more than two years of full-time study.

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

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](#).

- (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 course whose primary responsibility is to address this condition is LEE 157, [Teaching English Learners in Secondary](#). This course was designed to prepare candidates in the program with alternative methods for developing English language skills, including reading among all pupils including for those whom English is a second language. The [catalog description](#) for that 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. Reference: [Education Code Section 44320 \(a\)](#).

[Undergraduate students](#) who have junior or senior status may enter the Single Subject Credential Program while completing an approved subject matter preparation program.

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

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

Prior to admission, Single Subject Credential candidates must verify [subject matter competence](#) by completing an approved subject matter preparation program or passing the appropriate subject matter examination. Their progress toward completion of a subject matter preparation program is assessed **before and during the admission process of the program**. In addition, as part of the admission process, all Single Subject Credential Candidates are interviewed by the subject matter advisor in their subject area who assesses and documents their status regarding subject matter competency.

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

[Single Subject Credential](#) candidates and interns must verify subject matter competence by completing an approved subject matter preparation program or passing the appropriate subject matter examination at the time of admission and [before a candidate enters final student teaching or final field placement](#).

Integrated Single Subject Credential candidates are monitored for subject matter program completion at the time of admission and [before the candidate enters final student teaching](#).

(7) Completion of Requirements. A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a

candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44259 \(b\) and 44283 \(b\) \(8\)](#).

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of 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 Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Prior to recommending candidates for the Single Subject Credential, candidates must provide documentation to the Admission Credential Analyst verifying that they have met all legal requirements on the [Credential Application](#).

Preliminary Education Specialist Credential Programs

Deaf and Hard of Hearing

- (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.

Deaf Education teacher candidates will complete the online prerequisite modules available through Global and Continuing Education: Overview Concepts of Deaf Education, Intermediate Concepts in Deaf Education, and Advanced Concepts in Deaf Education. Topics related to English Language Skills include: Theories of language acquisition and development (Cummins, Krashen, Piaget, Skinner, Vygotsky, and Chomsky); ASL & Deaf children; Bilingual language development; Typical processes of second language acquisition; DHH language acquisition that provides a strong foundation for literacy development, Visual Language and Visual Learning (VL2); Visual attention and deafness; Reading and Deaf Children; The benefits of bilingualism.

- (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.

Deaf education teacher candidates will provide evidence of progress toward meeting subject matter competence prior to admission to the Deaf Education Graduate Admission Committee by submitting passing scores for all subtests of the California Subject Examination for Teacher: Multiple Subject (CSET) or by completing the Admissions Request Form. All teacher candidates must provide evidence of meeting the subject matter competence prior to final student teaching. Subject matter competency is verified by the Credential Analyst for candidates who complete Elementary Subject Matter Preparation Programs approved by the California Commission on Teacher Credentialing and by the Deaf Education Program Coordinator for candidates with passing scores on an appropriate subject matter examination.

- (3) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo 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 matter examination; or 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
2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or Preliminary Education Specialist 2
Preconditions For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Deaf Education teacher candidates must be approved by the Deaf Education Program Coordinator prior to registering for final student teaching. Subject matter competence will be demonstrated with one of the following:

- A. passing scores for all subtests of the California Subject Examination for Teacher: Multiple Subject (CSET).
- B. letter from the Credential Analyst verifying completion of a California Commission on Teacher Credentialing approved Elementary Subject Matter Preparation Programs.
- C. Passing scores for appropriate Commission-approved subject matter examination (CSET) in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational level General Science.

(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).]

Deaf Education teacher candidates who have completed the program requirements apply for the Education Specialist: DHH Credential through the Fresno State Credential Analyst's Office. Candidates will provide a copy of their transcript, the [application form](#), evidence of meeting the Basic Skills Requirement, U.S. Constitution, and subject matter competence, and passing scores on

the Reading Instruction Competence Assessment (RICA). The Deaf Education Program Coordinator will provide evidence of program completion to the Credential Analyst.

Educator Preparation Program Specific Preconditions Induction and Clear Programs

Level II Education Specialist Credential

The Special Education program will not apply to offer an Induction program in order to clear education specialist credentials. Given the requirements for a "two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching" as well as requirements that "each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor," a clear, induction program was not sustainable for a higher education model of individualized support. Fieldwork supervision results in a need of one coach per six mentees/assigned teachers (an assignment of .5 WTU per mentee). However, this is when individualized support is provided for the preliminary credential at a minimum of six visits per semester. Individualized mentoring/support for at least an average of one hour per week would likely require a higher WTU load, which requires more faculty or part-time coaches to support candidates in the induction program. Local school districts and county offices of education have developed induction programs to clear education specialist credentials, which support our local community. If Fresno State also offered an induction program, we would be competing with our local partner districts and SELPAs.

Educator Preparation Program Specific Preconditions

Internship Programs

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

Multiple Subject, Single Subject, and Education Specialist 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 Teacher Internship Program (TIP) Office. [Teaching internship admission requirements](#) also are listed in the Fresno State general catalog.

- (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\(c\)](#).

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. For our Multiple Subject interns, [subject matter competency is verified by our Credential Admissions Analyst](#). For the Single Subject program, the Academic Area Advisors verify subject matter competency, as indicated by their signature on the [Pre-Approval Internship Eligibility Form](#). [Teaching internship admission requirements](#) are listed in the Fresno State general catalog.

- (3) **Pre-Service Requirement.**

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

Applicants for the Multiple and Single Subject Intern programs must have met the requirements for final student teaching. Effective Fall 2020, [Multiple Subject](#) candidates must have completed the following courses:

EHD 50: Introduction to Teaching

CI 100: Educational Applications of Technology

CI 162: Understanding Children, Learning, and Development in TK-8 Classrooms

CI 163: Curriculum and Pedagogy: Designing for Successful Teaching TK-8

LEE 158: Literacy Foundations, TK-8

LEE 159: Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context

Effective Fall 2020, [Single Subject](#) candidates must have completed the first phase of student teaching (EHD 155A) in addition to completing the following courses:

CI 149: Curriculum, Instruction, and Technology in Secondary Classrooms

CI 161: Teaching Methods and Materials

LEE 157: Teaching English Learners in Secondary Classrooms

Additional requirements vary by Academic Subject Matter area [as shown here](#).

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

Applicants for the Education Specialist Intern programs (mild/moderate or moderate/severe) must have completed [prerequisites and Phase I of our credential program](#) prior to beginning their internship.

Prerequisites:

EHD 50

Introduction to Teaching

CI 100

Educational Applications of Technology

SPED 120

Introduction to Special Education

Phase I:

LEE 158/LEE 173

Literacy Foundations TK-8/Teaching Reading 4-8

LEE 159/LEE 172

Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context

CI 176

Mathematics Instruction and Applied Assessment

SPED 145

Designing Effective Environments for Students with Disabilities

EHD 178

Field Study B

EHD 178A

Field Placement Seminar

- (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.

All interns are evaluated by University Coaches twice per semester during the internship. The evaluation forms are made available to University Coaches through TK20, our information management database system.

Single Subject Interns

- Intern Semester 1 Evaluation ([midterm](#) and [final](#))
- Intern Semester 2 Evaluation ([midterm](#) and [final](#))

Multiple Subject Interns

- Intern Evaluation ([midterm](#) and [final](#))

SPED Interns

- [Intern Evaluation \(midterm and final\)](#)

- (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.

Advisors meet with individual students to set up an educational plan. We use these templates to guide students through the program in a timely manner.

Single Subject Interns:

- [Single Subject Teacher Internship Credential Program—Educational Plan](#)
- [Single Subject Coursework Descriptions](#) (included in our application packet and also reviewed by Single Subject Coordinators)

Multiple Subject Interns:

- [Multiple Subject](#) [includes ECE when/if we have an MS ECE program]

SPED Interns:

- [Education Specialist Mild/Moderate Program](#)
- [Education Specialist Moderate/Severe Program](#)
- [Dual Credential Program Mild/Moderate Program](#)
- [Dual Credential Program Moderate/Severe Program](#)

- (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.

Candidates in the internship program must complete SPED 179: Differentiated Instruction and Classroom Management, a required class that introduces Universal Design for Learning methodology, during the first year of the internship program.

Districts provide additional support for interns in the area of special education. For example, Fresno Unified includes on its list of the supports they provide new teachers the following item: “Special Education—Full release or site-based mentor (weekly + instructional & social-emotional support).”

Additional instruction during the first semester of service for interns teaching in K-6 inclusive also includes one hour of professional development using the following Iris Center modules (candidates choose 2 to complete):

- [Early Childhood Environments: Designing Effective Classrooms](#)
- [Accommodations: Instructional and Testing Supports for Students with Disabilities](#)
- [Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns](#)
- [What Do You See?: Perceptions of Disability](#)

- [Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students](#)

Upon completion of each module, interns complete an online assessment which they submit to our Teacher Internship Program Office. Lastly, we provide workshops that include sessions on special education and working with emergent bilingual students.

- (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.

In Phase 3 of the Multiple Subject program, interns, including those in bilingual classes, take SPED 179, Differentiated Instruction and Classroom Management.

In the Single Subject program, interns, including those in bilingual classrooms, take LEE 157, Teaching English Learners in Secondary Classrooms and SPED 158, Differentiated Instruction in Inclusive Settings.

Candidates in our Bilingual Authorization Program (BAP) also take the following coursework:

- Spanish Candidates:
 - CLAS 120: Cultural Change and the Latino
 - LEE 136: Teaching Content in L1 [Spanish]
- Hmong Candidates:
 - LEE 129: Hmong in Bilingual Schools
 - LEE 135: Teaching Content in L1 [Hmong]

(5) Supervision of Interns.

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

All interns receive 144 hours of support and supervision and 45 hours of support specific to English learners pursuant to California Code of Regulations 80033. Each semester, our University Coaches (supervisors) make at the least 6 classroom observations per semester and conference/debrief with the intern. Moreover, students are assigned a mentor teacher at their school site who provides support throughout the school year.

In addition, support for teaching English learners comes through specific coursework embedded in each program:

- Multiple Subject: LEE 159: Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context
- Special Education: LEE 172: Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context

- **Single Subject: LEE 157: Teaching English Learners in Secondary Classrooms**

(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.

Interns are charged \$1600 per semester to cover the costs associated with coaching/supervision and professional development. In addition, if the intern school site is more than 15 miles away from the university, there may also be a charge for supervision mileage. These fees are sometimes covered by districts/schools. The university provides a University Coach (supervisor) who periodically observes the intern, diagnoses difficulties encountered and suggests alternative approaches, and confers with the school-based cooperating teacher or administrator.

The University Coach is assigned from a pool comprised of former/retired teachers who have been selected because of their experience and expertise in teaching in the subject area or level of school (elementary/secondary) where the intern is teaching. All of our coaches are onboarded and mentored by Fresno State's Clinical Practice office and our Single Subject/Multiple Subject/SPED Coordinators.

(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](#).

The Teacher Internship Memorandum of Understanding (MOU) stipulates that “The Program allows qualified candidates to teach with a Multiple Subject, Single Subject or Education Specialist Internship Teaching Credential with an English Learner’s Authorization (ELA) or a Bilingual Authorization Program (BAP) in Spanish or Hmong.” The Teacher Internship Memorandum of Understanding also specifies that the employing school district agrees to “assign the intern to an appropriate multiple subject class, single subject class, or special education class authorized by their internship credential.”

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

The Teacher Internship Memorandum of Understanding identifies the credential, name of the district and specific credential involved. Our program only allows internships in public school districts or county offices of education as indicated on our [Teacher Internship Program website](#).

(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 and 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.

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

Interns who choose the early completion option but are not successful in passing the assessment may complete the full internship program. ([Reference: Education Code Section 44468](#)).

- (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 \(b\)](#).

[The Teacher Internship Memorandum of Understanding](#) specifies that “this credential entitles the Intern to teach in a specific district up to two years prior to applying for a preliminary teaching credential.” Through advising, we assure that students are aware of the circumstances under which an intern certificate can be extended.

Candidates in the Multiple Subject, Single Subject, and Education Specialist Intern programs must apply for and receive an Intern Credential from the CTC. Through an [online application form](#), we identify students who need the help of our credential analyst in gaining the proper credential.

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

The Teacher Internship Program does not displace certificated teachers. This is stipulated in the [The Teacher Internship Memorandum of Understanding](#) where districts agree to assign the intern to an “appropriate” class.

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

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 during the more traditional final semester of student teaching. Employment shortages of fully credentialed teachers exist in regional schools located in both urban and rural areas. In addition, the internship program was developed to help districts meet employment shortages in areas such as special education, mathematics, science, English, 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 sign [the Teacher Internship Memorandum of Understanding](#) which we keep on file.

- (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 \(c\) \(4\).](#)

Our TIP office works with the Credential Analyst and BAP Coordinator to ensure that candidates working on the Bilingual Authorization have passed the appropriate qualifying exams or [the series of courses approved by the state for a waiver](#). The [coursework](#) approved by the state, for example LEE 135: Teaching Content in Hmong, requires advanced language proficiency.

Educator Preparation Program Specific Preconditions Specialist Credentials and Certificates

Agriculture Specialist

- (1) Admission.** An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to admitting the candidate into the program, that the candidate either (1) possesses a single subject teaching credential in agriculture, or (2) is enrolled in a preparation program leading to a single subject teaching credential in agriculture concurrently with enrollment in the program leading to the Agriculture Specialist Instruction Credential.

The Agriculture Specialist Credential Program is designed to enable candidates to teach and manage a Career and Technical Education (CTE) program that prepares high school students to pursue a career in the agricultural industry. In general, the Agriculture Specialist Credential Program develops in candidates the professional competencies listed below:

1. Candidates for the Agriculture Specialist Credential demonstrate competency and knowledge in planning, organizing, and conducting programs of agricultural education.
2. Candidates for the Agriculture Specialist Credential demonstrate knowledge and skill in advising, conducting, and supervising the activities of the Future Farmers of America (FFA) Organization.
3. Candidates for the Agriculture Specialist Credential demonstrate knowledge and competence in promoting, developing, and supervising student agricultural experience programs.
4. Candidates for the Agriculture Specialist Credential demonstrate competency and knowledge in the philosophy, principles, practices, policies, and trends in agricultural education.

Agriculture teachers must embrace CTE philosophy and ideology. They must understand and be able to implement the three components of the Agricultural Education Program. To accomplish this objective, they must possess occupational knowledge and skill in the agricultural industry. Agricultural Education teachers teach utilizing formal classroom settings, related laboratories, and student supervised agricultural experience programs. They also provide leadership training through FFA activities. FFA is the recognized CTE student organization that is an integral component of the Agricultural Education Program. The Agricultural Education Program model consists of three interrelated components: 1) classroom/laboratory instruction, 2) leadership/personal development, and 3) supervised agricultural experience.

After exhibiting subject matter competence, candidates are eligible for admission to the Single Subject in Agriculture and the Agriculture Specialist Credential Programs. To teach high school agricultural education in California, candidates must obtain both credentials.

To be admitted to the Single Subject Credential Program, candidates must meet a number of requirements. These include an early supervised field experience designed 1) to ensure that the student understands the role of a secondary school teacher, 2) has had pre-professional experiences with linguistically and culturally diverse youth, and 3) is making an informed choice about entering the teacher preparation program. To be admitted to the Agriculture Specialist Credential Program candidates must also meet additional requirements including completing course work covering 1) the

organization, administration, and supervision of agricultural education programs and 2) education methods in agricultural mechanics. All Agriculture Specialist candidates are concurrently enrolled in both programs.

The post-baccalaureate (fifth-year) program for Agricultural Education Teacher Preparation is structured so candidates, with a combination of undergraduate and graduate professional education course work, will concurrently fulfill the requirements for the Single Subject in Agriculture and Agriculture Specialist Credentials by taking a sequence of 39 semester units of post-baccalaureate courses.

At the post-baccalaureate level, candidates are enrolled in foundations, content instruction, psychology, English learners, and methods and materials courses. In addition, candidates are enrolled in a field experience course (EHD 155A) during the first semester of their post-baccalaureate program. Second semester candidates are enrolled in an additional field experience course (EHD 155B) and spend one high school semester student teaching at an approved site. During this semester candidates are also enrolled in two graduate courses that require them to research and/or apply specific knowledge and skills to problems and issues arising during their final field experience. The sequence of post-baccalaureate courses is:

Course and Units:

CI 151 Social Foundations of Education (3 units)
CI 152 Educational Psychology (3 units)
CI 161 Methods & Materials in Agricultural Education (3 units)
LEE 156 Content Area Literacy & Communications in Secondary Classrooms (3 units)
LEE 157 Teaching English Learners in Secondary Classrooms (3 units)
EHD 154A Initial Student Teaching Seminar (1 unit)
EHD 155A Initial Student Teaching (4 units)
SPED 158 Differentiated Instruction in Inclusive Secondary Settings (3 units)
AGRI 280 Seminar in Agricultural Education (3 units)
AGRI 281 Problems in Agricultural Education (3 units)
EHD 155B Final, Full-time Student Teaching (10 units)

Total Units 39

The teaching methods course (CI 161) is taught by an agricultural education faculty member and is part of both the single subject and agriculture specialist credential programs. The same is true of the field experience classes and the AGRI 280 Seminar in Agricultural Education. AGRI 281 Problems in Agricultural Education is part of the agriculture specialist credential program.

- (2) Prerequisite Credential.** An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate possesses a valid single subject teaching credential in agriculture. If the candidate completes both the single subject and agriculture specialist instruction programs concurrently, the institution may recommend the candidate for both credentials concurrently.

Upon successful concurrent completion of the single subject and agriculture specialist credential programs, candidates are recommended for both credentials.

(3) Area of Specialization. An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate has demonstrated advanced knowledge in one of the following domains in agriculture: animal science; plant and soil science; ornamental horticulture; agricultural business management; environmental science and natural resource management; or agricultural systems technology. This advanced knowledge must be demonstrated through one of the following means: (1) possession of a baccalaureate degree with a major in one of the six domains listed above or in a field closely related to one of those domains; (2) verification of subject matter competence as required for the single subject credential in agriculture, plus a minimum of nine semester units or twelve quarter units of college coursework in one of the domains listed above; or, (3) verification of subject matter competence as required for the single subject credential in agriculture, plus 1,000 hours of occupational experience in one of the domains listed above. (Occupational experience accrued to meet this requirement also applies to the occupational experience precondition defined below.)

The Agriculture Specialist Credential Program at Fresno State is a five-year program. Students must first obtain the Bachelor of Science Degree with a major in Agricultural Education. To complete the degree, students must complete 39 semester units of agriculture core subject matter. In addition, they must also complete a specialization area comprised of 15 semester units from one of the following areas:

Agricultural Business
Mechanized Agriculture
Animal Sciences
Plant Science

Subject matter competence and knowledge are documented through completion of the undergraduate preparation program and verification of 3,000 clock hours of occupational experience. Candidates complete a form, (T-14), listing their education and leadership records along with their occupational experience. They also complete a personal interview with a member of the California Department of Education Agricultural Education Staff and provide this individual with a copy of their completed form. The form and interview must be completed prior to enrolling in the final field experience course.

Students desiring to enter the Agriculture Specialist Credential Program, with a degree in an agricultural major other than Agricultural Education, are usually lacking some of the courses required in the credential program. These students have two options to meet the requirements. They may choose to complete the courses that are required, or they may choose to take the California Subject Examination for Teachers (CSET) of Agriculture. A passing score on the CSET will satisfy the subject matter course requirements. Undergraduate students from other majors are advised to complete a major in Agricultural Education. Concurrent with establishment of subject matter competency, these students are also advised to enroll in AGED 050, Orientation to Agricultural Education.

Undergraduate students complete an early field experience course (AGED 050) and 12 additional semester units of Agricultural Education course work to provide them with a professional education knowledge base for teaching agricultural education. The agricultural education courses are:

Course and Units

AG ED 050 Orientation to Agricultural Education (3 units)
AG ED 135 Introduction to Agricultural Education (3 units)
AG ED 150 Resources, Materials & Equipment (3 units)
AG ED 187 Organization, Administration & Supervision (3 units)
AG ED 189 Education in Agricultural Mechanics (3 units)

Total Units 15

- (4) Occupational Experience.** An institution that operates a program for the Agriculture Specialist Instruction Credential shall determine, prior to recommending the candidate for the credential, that the candidate has completed occupational experience in agriculture that consists of one of the following:
- A minimum of 2,000 hours of either paid or voluntary experience, the entirety of which must be completed after graduation from high school; or,
 - A minimum of 3,000 hours of either paid or voluntary experience, of which a maximum of 1,500 hours may be accrued prior to graduation from high school.

Subject matter competence and knowledge are documented through completion of the undergraduate preparation program and verification of 3,000 clock hours of occupational experience. Occupational experience may be either paid or voluntary experience. A maximum of 1,500 hours may be accrued prior to graduation from high school. Candidates complete a form, (T-14), listing their education and leadership records along with their occupational experience. They also complete a personal interview with a member of the California Department of Education Agricultural Education Unit and provide this individual with a copy of their completed form. The form and interview must be completed prior to enrolling in the final field experience course.

**Preconditions for Specialist Credentials and Added Authorizations
Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership
Specialist (RLLS) Credential**

- (1) **Prerequisite Teaching Credential.** (RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate possesses a valid teaching credential as specified in [Education Code section 44203\(e\)](#).

Applicants to the RLAA and RLLS Credential Programs must provide [evidence](#) of a valid teaching credential as part of the admission process.

- (2) **English Learner Authorization.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate possesses an English Learner authorization as specified in Education Code sections [44253.1](#); [44253.2](#); [44253.3](#); [44253.4](#); [44253.5](#); [44253.6](#); [44253.10](#); or [44253.11](#).

Applicants to the RLAA and RLLS Credential Programs must provide [evidence](#) of a valid teaching credential as part of the admission process which verifies the applicants completion of the English Learner Authorization.

- (3) **Basic Skills Requirement.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has met the Basic Skills Requirement as specified in [Education Code section 44252\(b\)](#), unless exempt by statute.

Applicants to the RLAA and RLLS Credential Programs must provide [evidence](#) of passing the CBEST as part of the admission process.

- (4) **Full-Time Teaching Experience.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or 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 RLAA and RLLS Credential Programs must provide evidence to the Program Coordinator and Credential Analyst of three years of successful full-time teaching prior to applying for the RLAA and RLLS Credentials.

- (5) **Completion of Requirements.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has completed all requirements for the Commission-approved program based on the [RLAA and/or RLSS Credential Program Standards \(rev. 03/2011\)](#).

Prior to application for the RLAA and RLLS Credentials, the RLAA and RLLS Program candidates must complete coursework aligned to Credential Program Standards. Completion of coursework is verified with a transcript review by the Program Coordinator.

Bilingual Authorization

- (1) 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) 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 2042 Credential 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) 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.

Educator Preparation Program Specific Preconditions
Services Credentials
Preliminary Administrative Services

(1) Possess one of the following valid credentials:

- (a) a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
- (b) a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
- (c) a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent. [Education Code section 44270\(a\)\(1\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)](#)

Description of Evidence

- As an Educational Leadership and Administration Department, a subcommittee of faculty meet to review candidate qualifications once the university and program applications have been completed and submitted to the Kremen School of Education. During this review, all CTC requirements are checked and confirmed (see Student Data Sheet on application form).
 - If a potential candidate has not submitted the required documentation, the Coordinator of the Preliminary Administrative Services Credential will contact the candidate to request submission of the appropriate documentation prior to entry.
 - If determined not to hold a CLEAR credential, candidates will be given information for the appropriate semester for future enrollment and encouraged to reapply.

Program Description

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

Master of Arts Degree/Credential Program Application

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/apply.html>

Master of Arts Degree/Credential Program Handbook

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- PASC handbook describing the requirements for program admission and completion, pages 6-8. (**Note – scroll down to see *P-12 Pathway - application and requirements and Preliminary Administrative Services Credential links*)

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

- For **intern pathway candidates**: PASC handbook describing the requirements for program admission and completion as well as, eligibility for the intern credential, pages 6-8.

Fresno State Application for Administrative Services Credential/Certificate of Eligibility

- Application for candidates to complete at the end of the program after grades and degree have been posted. Preconditions for the Administrative Credential are described for candidates to provide evidence to the Fresno State Credential Analyst.

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- (2) Meet the basic skills requirement (BSR) as described in Education Code section 44252(b), unless exempt by statute. Education Code section 44252(b) and Title 5 of the California Code of Regulations section 80054(a)

Description Evidence

- After each semester program application submission deadline, a subcommittee of program faculty reviews each application to determine if the basic skills requirement (BSR) has been met.
- If a potential candidate has not met the BSR, the Coordinator of the PASC will contact the candidate to submit the appropriate documentation.

Master of Arts Degree/Credential Program Application

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/apply.html>

Master of Arts Degree/Credential Program Handbook

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- CBEST requirement requirements for program admission and completion, page 6.

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

- For **intern pathway candidates**: PASC handbook describing the requirements for program admission and completion as well as, eligibility for the intern credential, pages 6-8.

Fresno State Application for Administrative Services Credential/Certificate of Eligibility

- Application for candidates to complete at the end of the program after grades and degree have been posted. Preconditions for the Administrative Credential are described for candidates to provide evidence to the Fresno State Credential Analyst.

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- (3) Verification of one of the following prior to being recommended for the preliminary credential
- (a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);
 - (b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an

employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
(c) a combination of (a) and (b).
Education Code section 44270(a)(2) and Title 5 of the California Code of Regulations section 80054(a)(4)

Description Evidence

After the completion of the program requirements, the Coordinator of the Fresno State PASC program submits names to the credential analyst. Candidates are to complete an application for a certificate of eligibility for a PASC or for the credential itself if they have secured an administrative position.

Master of Arts Degree/Credential Program Application

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/apply.html>

***Note - 3.5 years required at entry of program plus 1.5 year program will provide the 5 years needed for recommendation for preliminary credential.*

Master of Arts Degree/Credential Program Handbook

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- Verification of five years of successful, full-time experience in the fields of teaching, pupil personnel, school nurse, teacher librarian or speech-language pathology, or clinical and rehabilitative services, page 7-8.

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

- For **intern pathway candidates**: PASC handbook describing the requirements for program admission and completion as well as, eligibility for the intern credential, pages 6-8.

PASC Completion Application

At the end of the last semester of the program, the coordinator verifies that the program requirements have been met, as well as the CalAPA requirement. The Coordinator will then notify the Credential Analyst of the candidates that are eligible for a Certificate of Eligibility or PASC as per the application directions <http://www.fresnostate.edu/kremen/documents/cred-app/AdminApp.pdf>

Fresno State Application for Administrative Services Credential/Certificate of Eligibility

- Application for candidates to complete at the end of the program after grades and degree have been posted. Preconditions for the Administrative Credential are described for candidates to provide evidence to the Fresno State Credential Analyst.

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- (4) Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 7/2013).

Education Code section 44270(a)(3) and Title 5 of the California Code of Regulations section 80054(a)(2)

Description Evidence

At the end of the last semester of the program, the coordinator verifies that the program requirements have been met, as well as the CalAPA requirement. The Coordinator will then notify the Credential Analyst of the candidates that are eligible for a Certificate of Eligibility or PASC as per the application directions

<http://www.fresnostate.edu/kremen/documents/cred-app/AdminApp.pdf>

Master of Arts Degree/Credential Program Handbook

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- Verification of program requirements and preconditions set forth by CTC.
- For intern pathway candidates: PASC handbook describing the requirements for program admission and completion as well as, eligibility for the intern credential, pages 6-8.

Fresno State Application for Administrative Services Credential/Certificate of Eligibility

- Application for candidates to complete at the end of the program after grades and degree have been posted. Preconditions for the Administrative Credential are described for candidates to provide evidence to the Fresno State Credential Analyst.

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- (5) **Precondition 5:** Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position.

Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)

Description Evidence

At the end of the last semester of the program, the coordinator verifies that the program requirements have been met, as well as the CalAPA requirement. The Coordinator will then notify the Credential Analyst of the candidates that are eligible for a Certificate of Eligibility or PASC as per the application directions

<http://www.fresnostate.edu/kremen/documents/cred-app/AdminApp.pdf>

Program Description

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

Master of Arts Degree/Credential Program Application

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/apply.html>

Master of Arts Degree/Credential Program Handbook

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

- Verification of program requirements and preconditions set forth by CTC.
- For **intern pathway candidates**: PASC handbook describing the requirements for program admission and completion as well as, eligibility for the intern credential, pages 6-8.

Fresno State Application for Administrative Services Credential/Certificate of Eligibility

- Application for candidates to complete at the end of the program after grades and degree have been posted. Preconditions for the Administrative Credential are described for candidates to provide evidence to the Fresno State Credential Analyst.

<http://fresnostate.edu/kremen/masters-educational-leadership-administration/index.html>

Pupil Personnel Services

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

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

All PPS credential applicants are required to hold a bachelor's degree in a subject other than education as stated in the program application requirements (<http://fresnostate.edu/kremen/documents/graduate/ms-coun-app.pdf>) and program description (<https://www.fresnostate.edu/kremen/masterscounseling/school-counseling.html>)

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. (<https://www.fresnostate.edu/kremen/documents/forms/AdvisingForm-PPS.pdf>)

The Pupil Personnel Services Credential within the Counselor Education Programs is a standalone 48 semester unit program that meets state requirement for the PPS Credential. The program also aligns well with the Master of Science in Counseling, Option in School Counseling (https://www.fresnostate.edu/kremen/documents/School%20Counseling_AdvisingForm-SC.pdf)

COUN 150 (Laws Related to children): Students learn how to provide academic advising within legal mandates.

COUN 200 (Counseling Techniques), COUN 202 (Group Counseling), COUN 203 (Assessment in Counseling), COUN208 (Practicum in Counseling), COUN249 (Fieldwork in School Counseling): Students learn counseling skills to develop rapport with pupils; observe for social, emotional, and behavioral concerns; and provide individual and group counseling to help pupils gain coping skills and strategies to do well academically.

COUN 201 (Multicultural Counseling), COUN 206 (Counseling through the Lifespan), COUN 220 (Career Counseling); COUN 233 (Child and Adolescent Counseling), COUN 240 (Counseling Exceptional Children and Parents); CI 285 (Advanced Educational Psychology): Students learn about the uniqueness of each pupil in order to provide academic advising that are age, gender, developmental and culturally relevant. In particular, students are trained in

providing career counseling in COUN 220. In CI 285, they are trained in the psychological foundations of education; nature and characteristics of development, learning processes, and forces which affect educational growth.

COUN 241; COUN 242: Students learn about the school system and programs. They also learn how to consult on and advocate for the needs of students and their parents.

COUN 249: Students put into practice all skills learned in the program and provide individual, group, and family sessions to develop plans to assist students of concern to improve academically, socially, and behaviorally. Students also work in teams with other counselors, teachers, administrators, and staff in meetings such as Student Teams and Individualized Educational Plan. In this course, the importance of academic advising is often witnessed through the struggles and success of the pupils that the students work with at the internship sites.

- (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.

Students in the Pupil Personnel Services credential program in **School Social Work and Child Welfare and Attendance** are provided with the knowledge and skills to support the academic success of all students. The provision of social, emotional and behavioral support as a means of helping public school pupils to achieve academic success is emphasized in the curriculum of the PPS program. Academic advising is an important component of delivering this support and is emphasized in the PPS program. Advising is generally provided to students by school social work interns in the context of individual, family and small group counseling sessions.

Specific curriculum content addressing academic advising is contained in SWRK 274 and SWrk 275, Advanced Social Work Practice in Schools I and II, and in SWRK 282 and SWrk 283, Advanced Field Instructed Practice I and II. Additional curriculum content supporting this precondition is found throughout the Master of Social Work degree program in Practice and Human Behavior and the Social Environment courses. Examples of such courses include: SWrk 220, Foundations for Social Work Practice; SWrk 213, Cultural Diversity and Oppression; and SWrk 224, Social Work Practice with Individuals.

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

Students in the School Psychology Program complete a minimum of 71 semester units throughout the three years of their coursework. The School Psychology Program is fully approved by the National Association of School Psychologists.

- (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.

Educator Preparation Program Specific Preconditions Other Related Services Credentials

Preliminary Speech-Language Pathology

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

The Graduate Coordinator of the Department of Communicative Sciences and Deaf Studies, completes a “GRADUATE DEGREE CLEARANCE” form and sends it to the Division of Research and Graduate Studies, which confirms that the student has met the requirements of the master’s degree. This confirms eligibility to receive the degree.

Clear Speech-Language Pathology

- (1) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:
 - (a) The Candidate has a Preliminary Speech-Language Pathology Services Credential.
 - (b) The Candidate has achieved a passing score, as determined by the American Speech-Hearing-Language Association's certification requirements on the Educational Testing Services' national teachers' Praxis series written test in speech-language pathology or a successor exam.
 - (c) The Candidate has completed a mentored practical experience period, in the form of a 12 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

The Department of Communicative Sciences and Deaf Studies does not made recommendations for the Clear Credential. The Credential Analyst in the Kremen School of Education and Human Development reviews all candidates for the Clear-Speech Language Pathology credential, assuring that they have completed all the necessary requirements.