CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

CTC Preconditions Report

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General Institutional Preconditions for all Educator Preparation Programs

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 (WASC) or another of the six regional accrediting associations. (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.
   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.

Response: A CSULB Institutional Report was submitted to the WASC Senior College and University Commission (WSCUC) in Spring 2020. Then, in the Fall 2020 semester, CSULB hosted an accreditation site visit from WSCUC. From October 21-23, 2020, WSCUC conducted a remote CSULB campus site visit. The site visit was conducted remotely due to the 2020 COVID-19 pandemic and campus closure. During the site visit, the WSCUC review team met with the College of Education to review all programs with off-campus cohorts, including the Educational Administration, UTEACH, and Urban Dual Credential Program (UDCP).

In March 2021, Jamienne Studley, President of WSUC, sent a Letter of Accreditation Approval (Exhibit 1) to CSULB President Jane Conoley reaffirming CSULB's accreditation approval and scheduling the next accreditation for 10 years with an accreditation visit in Fall 2030. California State University, Long Beach grants both baccalaureate and postgraduate academic credit, and awards degrees. Additional information is available for review on the university's WSCUC Accreditation website.

California State University-Long Beach (CSULB) has had no recent accreditation status changes. CSULB grants academic credit for both baccalaureate and post baccalaureate degrees as detailed in the CSULB General Catalog. The College of Education withdrew from CAEP/NCATE accreditation at the initial and advanced levels as of December 2019.

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.

Response: As an institutional unit, CSULB-CED consistently adheres to the above commitment. The College of Education ensures that any qualified candidate who begins an approved program has access to program advising until they complete or withdraw from the program or cease to be a qualified candidate. In the case of a program closing or becoming inactive, any candidates remaining in the program are provided with individual plans for completion.

If enough candidates remain for a group to complete the program together, a teach-out program is designed for those candidates. In the event that a teach out plan is required, a program coordinator designs a plan indicating the numbers of students involved, the courses and sequence required, and works closely with the credential center to anticipate and prepare for future credential applications for these candidates by sending a list of candidates expected to complete.

To date, no student has been unable to complete a credential program due to a program closure. To provide written assurance to students, CSULB guidelines regarding procedures in the event of program discontinuance are included in University Policy Statement 11-05.

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 the ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

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

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

Response: The Dean of the College of Education (CED) is responsible for the ongoing oversight of all educator preparation programs offered in the college. Dean Shireen Pavri reports directly to the Provost and Vice President for Academic Affairs and serves as the chief academic, fiscal and administrative officer for the college. She has been delegated full responsibility by the CSULB President and Provost for ensuring compliance with all laws and policies for credential programs offered at CSULB. In this capacity, the Dean is responsible for ongoing oversight of all educator credential preparation programs offered by California State University, Long Beach.

As detailed in the College of Education Organizational Chart (Exhibit 2), various responsibilities are delegated by the Dean to Associate Deans, department chairs, program coordinators, and staff with periodic checks and decanal oversight. Each educator preparation program has a faculty coordinator who provides oversight and advising to candidates, and reports to a department chair. Four department chairs report directly to the CED Dean. The coordinator of the university-wide Single Subject Credential program also reports directly to the Dean and has functions similar to those of a department chair. Under the direction of Dean Pavri, the Associate Dean for Credential Programs and Community Engagement, Dr. Rebecca Bustamante, provides additional support for all credential programs and supervises offices responsible for student advising, assessment, and clinical practice.

Credential recommendations are made by qualified Credential Analysts in the Credential Center. The Analysts are hired under the CSU Staff Classification and Qualification Standards for

Credential Analysts and are the only employees of the college who are qualified to make recommendations.

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.

Response: CSULB is an equal opportunity employer as stated on the university employment page of the CSULB website. The College of Education also abides by anti-discrimination policies in all personnel decisions, as well as decisions about the admissions, retention, and graduation of students. The College of Education values inclusive excellence and diversity as a priority in its CED Strategic Plan and makes every attempt to apply this value and its supporting policies in making decisions regarding employment, retention, or promotion of employees, as well as students. As an equal opportunity employer, CSULB and the Office of Equity of Diversity ensure that anti-discrimination policy statements are included in all position announcements.

In line with these university policies, the College of Education admits qualified candidates without regard to economic status, ethnic background, veteran status, political views, or other personal characteristics or beliefs. Nondiscrimination Policy and Complaint Procedures are further clarified for students in the university catalog.

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 all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission
   c) 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
   d) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

Response: The College of Education is fully committed to ensuring that each program fulfills all applicable standards that have been adopted by the CTC. This is evident in the Program Reviews

submitted to the CTC, as well as the Institutional Report prepared for NCATE in 2015. The CED will fully participate in ongoing accreditation activities required throughout the seven-year cycle, including timely submission of documents required for accreditation, preparation for a site visit or any program monitoring by a CTC staff member. Primary responsibility for adhering to all CTC standards, accreditation system, and requests lies with Dean Shireen Pavri. Associate Dean Rebecca Bustamante oversees these areas for the college as part of her position responsibilities.

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.

Response: The Associate Dean for Credential Programs and Community Engagement, who reports directly to the Dean, is responsible for reporting and responding to all requests from the CTC for data. These reports include Title II, ADS, program completers, and examination results, and all other required assessment data for state and federal reports as specified by the commission. The Associate Dean works with staff in the Credential Center, which is the college office that responds to all requests of the CTC for data regarding program enrollments and candidate completers, examination results, and state and federal reports within the limits specified by the Commission, the College of Education Assessment Office and with the CSULB Office of Research and Analytics.

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.

Response: As unit head responsible for the oversight of all credential programs in the CED, Dean Pavri affirms the veracity of all statements and documentation submitted to the Commission. Please see the Dean's Assurance of Accuracy (Exhibit 3), which affirms 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.

Response: CSULB and the College of Education have well-defined policies in place for student grade appeals and grievance processes. The policy for grade appeals is outlined in the university's Academic Policy Manual, the General Catalog - Student Grievance Policy and on a website of the Office of the Student Conduct and Ethical Development. Additionally, students have access to a campus Ombuds as a neutral source for informal problem solving.

In the College of Education, a College of Education Student Professional Conduct Policy (Exhibit 4) and process were put into place in Spring 2021. Students are asked to read and sign a code of professional expectations for in classroom and field service expectations that align with CTC's standards for teacher professionalism. The policy includes opportunities for students to improve professionalism through action planning and the opportunity to go before a college student conduct panel for due process in the event that concerns about a student's professionalism and dispositions consistently do not meet standards, even after action plan interventions have proved unsuccessful.

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).

Response: Faculty and instructors (lecturers and part-time faculty), who regularly teach courses in any of the credential programs, participate in the public school system at least once every three academic years. As illustrated in the CED Faculty Participation in Schools Report (Exhibit 5) the variety of participation includes field supervision, professional development, and trainings, conducting research in schools, serving on PK-12 advisory boards, leadership coaching, implementing grants with PK-12 partners, and organizing summer learning opportunities for PK-12 students. Faculty in the Urban Dual Credential Program and UTEACH Program conduct all teaching and supervision on school sites.

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.

Response: The College of Education website serves as the primary communication venue for the public, prospective educators, and enrolled candidates to easily access accurate information. Requirements for admission and application directions for each credential program are

represented on the CED website and in the University Catalog. All program-related documents and forms are also accessible on program and college office websites for easy access. College offices and support centers also provide detailed information and application advising for credential program candidates through in-person student advising sessions as well as through information posted on their office websites.

Additionally, program admission and completion information are offered by the following means:

- The Credential Center offers seminar/webinars face-to-face and online to explain the credential application process and share information on added authorizations. Through the Credential Center website, credential students are also provided with access to detailed information explaining all General Requirements and program-specific Credential Completion Requirements.
- The Office of Clinical Practice (OCP) and Teacher Preparation Advising Center (TPAC) websites provide specific information on field practice and student teaching.
- Professional staff in the Graduate Studies Office, Credential Center, OCP and TPAC are available to provide detailed information to all prospective and current credential candidates regarding program admission requirements and credential completion through both scheduled and walk-in appointments with academic advisors.
- Dedicated email addresses are provided by advising centers.
- Program coordinators conduct informational orientations in person and online.
- Single Subject credential candidates meet with academic Subject Area Faculty for advising.
- Program handbooks are available for each program.

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.

    b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).

    c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

Response: At CSULB, all student records are securely maintained through a single-sign on, multiple identification process in line with FERPA regulations for maintaining secure student records. Candidates have access to their unofficial transcripts and degree progress reports (degree audit) through an individualized student support portal in PeopleSoft called MyCSULB Student Center. Official transcripts for current students as well as former student/alumni transcripts are available by request through the university's Office of Student Records.

Within the College of Education, student records are maintained in a secured File Maker Pro database as well as in the University PeopleSoft system**.** A secure electronic file is created for each student/candidate containing verification of admission requirements, documentation regarding program progress, field placement evaluations and credential applications.

Both paper and digital documents for candidates are kept in either locked cabinets or password-protected electronic databases in designated offices in CED. Student and candidate electronic records are maintained in PeopleSoft, a secure online data warehouse. Student files, prior to Spring 2020, are kept in locked files in the TPAC and Credential Centers in the College of Education building and are not accessible to the public. Completed or inactive files are maintained in archives in securely locked cabinets located in the Teacher Preparation Advising Center (TPAC) or in Program Offices for PPS and EDAD programs.

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.

Response: CSULB College of Education does not contract with outside organizations to provide any direct educational services to educator preparation programs.

Preconditions for Preliminary Programs

Multiple and Single Subject Credential Programs

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).*

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

Multiple Subject Credential Program Response: The Traditional Post-Baccalaureate and UTEACH pathways of the Multiple Subject Program, can be completed within two years of full-time study. The program requires 4 units of pre-requisite courses, 5 units of co-requisite courses, 15 units of methods coursework, and 16 units of student teaching/clinical 3 fieldwork.

Urban Dual Credential Program (UDCP) – Preliminary Multiple Subject and Preliminary Education Specialist Credential Pathway: In both the Urban Dual Credential Program (UDCP) post-baccalaureate pathway and UDCP ITEP pathway students earn a Preliminary Multiple Subject Credential and Preliminary Education Specialist Credential in two years of full-time study. Because the program is a cohort model, students follow a set schedule of courses with a fall-only start date. During Semester 1 and Semester 2, students participate in Clinical 2 – Pre-Student Teaching fieldwork in a classroom in conjunction with taking courses. During Semester 3 and Semester 4, students complete Clinical 3 – Student Teaching fieldwork while taking courses in the afternoons/evenings. Students complete one semester of Clinical 3 – Student Teaching fieldwork in special education and one semester of Clinical 3 – Student Teaching fieldwork in general education.

Single Subject Credential Program Response: All nine subject areas within the Single Subject Credential Program (SSCP) can be completed within two years of full-time study. The SSCP requires a 3-unit pre-requisite course, between 9 and 12 units of co-requisite courses (depending on how the Level 1 Technology requirement is met), 15 units of required core courses in various aspects of teaching methods and practices, and 15 units of student teaching. The science credential program requires only 9 units of co-requisite courses, but 16 units of required core

courses as the aforementioned Level 1 Technology requirement is met in a 4-unit science methods course.

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

Clarification of Program Precondition 2: Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include fieldwork, field experience, directed teaching, practice teaching, practicum, etc.

Response: Fieldwork in our Multiple and Single Subject programs is embedded across the arc of the program with students participating in three phases of clinical practice (Clinical 1, 2, and 3), which are defined as follows: Clinical 1 – Pre-Admission/Early Fieldwork, Clinical 2 – Pre-Student-Teaching, Clinical 3 – Student Teaching.

Multiple Subject Credential Program Response: Fieldwork for the Multiple Subject Credential Program is delivered through the three phases of clinical practice as follows:

- Candidates in the pre-admission phase complete 4 units of pre-requisite courses, including 55 hours of observation/clinical 1 in a public-school classroom. Candidates are also required to complete 5 units of co-requisite courses, which can be completed either pre-admission to the program or with professional preparation courses. Co-requisite courses require 20 hours of clinical 1 fieldwork.
- Once admitted into the program, candidates must complete 12 out of the 15 required units of professional preparation courses, which require 50 hours of pre-student teaching/clinical 2 fieldwork, in order to be eligible for advancement into the culminating field work experience, which is called student teaching in this program.

As the 15 units of professional preparation coursework include the study of alternative methods of English language development, the MSCP is in compliance with the 12-unit coursework limit prior to advancement to student teaching/clinical 3.

Urban Dual Credential Program (UDCP) – Preliminary Multiple Subject and Preliminary Education Specialist Credential Pathway: Fieldwork for the Urban Dual Credential Program (UDCP) is divided into two phases of clinical practice: Clinical 2 – Pre-Student Teaching and Clinical 3 – Student Teaching. The Urban Dual Credential Program does not include a Clinical 1 - Pre-Admission/Early Fieldwork Phase. Candidates complete 120 hours during Clinical 2 – Pre-Student Teaching.

Once admitted to the UDCP program, both Post-Bac and ITEP pathway candidates begin Clinical 2 – Pre-Student Teaching fieldwork hours in classrooms. During semester 1, candidates complete 60 hours of Clinical 2 – Pre-Student Teaching fieldwork in addition to 15 units of course work. These 15 units include 3 units of alternative methods of English language development.

During Clinical 2 – Pre-Student Teaching, candidates are under the direction and supervision of experienced practitioners to complete program requirements. Candidates are under the guidance of a master teacher in the class, as well as being under the guidance of their literacy course instructors, both of whom supervise in the field. Because of the nature of clinical 2 fieldwork, UDCP is in compliance with the 12-unit coursework limit prior to student teaching.

During semesters 3 and 4, candidates complete Clinical 3 – Student Teaching fieldwork.

Single Subject Credential Program Response: Fieldwork for the Single Subject Credential Program is delivered through the three phases of clinical practice as follows:

- In the preadmission phase, candidates complete a 3-unit Introduction to Teaching course specific to each of our nine subject areas (EDSS 300 A-S). In EDSS 300 (A-S), candidates complete 45 hours of fieldwork. These 45 hours are divided into three modules that require 15 hours of observation each. Each module presents a different question of inquiry that addresses and scaffolds specific aspects of teaching practice and is completed with the support of CSULB faculty and demonstration secondary teachers in their specific subject area.
- Once admitted into the SSCP, candidates must complete 12 (13 in the case of the Science Program) out of the 15 (16 in the case of the Science Program) required units of core professional preparation courses, which require 70 hours of pre-student teaching/clinical fieldwork in total, in order to be eligible for advancement into the culminating field work experience, which is called student teaching in the Single Subject Credential Program. The 70 hours of pre-student teaching clinical fieldwork takes place as follows:
    - EDSE 435 (Intercultural Education) has 1 inquiry module of 15 hours of clinical fieldwork
    - EDSE 436 (Curriculum and Instruction) has 1 inquiry module of 15 hours of clinical fieldwork
    - EDSE 457 (Literacy) has 1 inquiry module of 15 hours of clinical fieldwork
    - EDSS 450 A-S (Teaching Methods) is taught specific to each subject area and has 2 inquiry modules of 25 hours of clinical fieldwork in total

  Again, each module presents a different question of inquiry that addresses and scaffolds specific aspects of teaching practice and is completed with the support of CSULB faculty and demonstration secondary teachers in the candidate's specific subject area. In the aforementioned preparation courses, fieldwork entails not only observation, but also instructional interactions with students in the secondary classrooms.

- After completion of the four core preparation courses, candidates advance to the culminating field work experience, which is called student teaching in the SSCP. Student teaching is 15 units and encompasses 500 hours of classroom co- and solo teaching in subject specific classrooms.

EDSE 457 addresses the study of alternative methods of English language development; hence, the SSCP is in compliance with the 12-unit coursework limit prior to advancement to student teaching. To promote the understanding of literacy in discipline specific contexts, EDSE 457 sections are divided between those for candidates in STEM and Arts/Humanities disciplines. While the science program has 13 units (inclusive of EDSE 457) of preparation coursework, as noted above, the additional educational technology unit embedded in EDSS 450C is a program co-requisite.

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.*

Response: Per the CTC Precondition Evidence Guide, programs do not need to respond to Precondition 3. The requirements within Precondition 3 are reviewed during program review and at the site visit.

The California State University, Long Beach Preliminary Multiple and Single Subject Credential Programs will respond to Precondition 3: English Language Skills during program review and site visit.

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

Clarification of Program Precondition 4: Program Precondition 8 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

Multiple Subject Credential Program Response: As detailed in the Multiple Subject Program Policy 1.4, undergraduate students are allowed to enroll in any pre-requisite or co-requisite course in preparation for admission to the program. Undergraduate students who have been admitted to the Multiple Subject Credential Program are allowed to enroll in any professional preparation course.

Single Subject Credential Program Response: Undergraduate students are allowed to enroll in any pre-requisite or co-requisite course in preparation for admission to the Single Subject Credential Program (SSCP). Undergraduate students who have been admitted to the SSCP provisionally (i.e. subject matter requirements in their discipline have not been completed) or fully (i.e. subject matter requirements in their discipline have been met) are allowed to enroll in any core professional preparation course.

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.

Multiple Subject Credential Program Response: As specified on the Multiple Subject Credential Program Admissions website, the post-baccalaureate program pathways only admit candidates who have passed the Multiple Subject CSET exam or have demonstrated Elementary Subject Matter Competency through a Commission-approved Liberal Studies program. Program applications are reviewed by a Student Services Professional staff advisor to ensure the candidate has submitted the correct documentation and that said documentation has been recorded on the Multiple Subject Program Application and Checklist (Exhibit 6).

In the Multiple Subject Integrated Teacher Education Program (ITEP), candidates must provide evidence of continuation towards the Subject Matter Program through the CSULB Commission-approved Liberal Studies Program. Candidates submit a copy of their unofficial CSULB transcripts which must indicate that they are a student in the ITEP/Liberal Studies program. Program applications are reviewed by a Student Services Professional staff advisor to ensure the candidate

has submitted the correct documentation and that said documentation has been recorded on the Multiple Subject Program Application and Checklist (Exhibit 6).

Urban Dual Credential Program (UDCP) – Preliminary Multiple Subject and Preliminary Education Specialist Credential Pathway: As detailed on the Urban Dual Credential Program admissions webpage, the UDCP program fully admits candidates who have either passed all parts of the CSET: Multiple Subjects exam, or who have demonstrated Elementary subject matter competency through a Commission-approved subject matter preparation program. This program may consider candidates who have not yet passed the CSET exam for provisional admission to the program. To receive full admission to the program, all subtests of the CSET exam must be passed. Urban Dual Credential Program applications are reviewed by a Student Services Professional staff advisor to ensure the candidate has submitted the correct documentation and that said documentation has been recorded on the UDCP Program Application and Checklist (Exhibit 7).

Urban Dual Credential Integrated Teacher Education Program candidates, must provide evidence of continuation towards the Subject Matter Program through the CSULB Commission-approved Liberal Studies Program. Candidates submit a copy of their unofficial CSULB transcripts which must indicate they are a student in the ITEP/Liberal Studies program. Program applications are reviewed by a Student Services Professional staff advisor to ensure the candidate has submitted the correct documentation and that said documentation has been recorded on the UDCP Program Application and Checklist (Exhibit 7).

Single Subject Credential Program Response: Prior to Single Subject program admission, and while enrolled in EDSS 300, candidates meet with their subject area advisors for a transcript analysis to assess progress toward meeting the subject matter requirement through coursework in the subject matter preparation programs. Those with evidence of progress are fully admitted. Those who cannot demonstrate progress at that time are provisionally admitted and advised to either continue and complete coursework or prepare for and pass the CSET examinations. Program applicants will indicate their subject matter status on the program application and include their Single Subject Advisement Confirmation and Program Planner. Program applications are reviewed by a Student Services Professional staff advisor to ensure the candidate has submitted the correct documentation and recorded it on the Single Subject Program Application and Checklist (Exhibit 8).

Subject matter competency and full admission must be established prior to submitting a student teaching placement application, which takes place the semester prior to student teaching.

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 TK-12 school or before becoming the teacher of record 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 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.

Multiple Subject Credential Program Response: All candidates in the Multiple Subject Credential Program (MSCP) must demonstrate subject matter competence as a condition of program entry by passing the CSET: Multiple Subjects or demonstrating subject matter competency through a Commission-approved Elementary Subject Matter program and will resubmit the documentation with their student teaching/clinical 3 application.

Candidates in the Integrated Teacher Education Program (ITEP) must have passed the CSET exam or have completed four-fifths of the approved CSULB Liberal Studies Program, prior to beginning solo student teaching.

The MSCP program website provides detailed information about the requirements to advance to student teaching . The information provided includes an overview of the application process and student teaching experience. Candidates will view a checklist with specific instructions and requirements that must be met and submitted. This checklist requires evidence of passing all parts of the Multiple Subject CSET or official proof of completion of a CTC approved Subject Matter Preparation Program to the Teacher Preparation Advising Center (TPAC). Additionally, ITEP students must provide verification that they will have met four-fifths of the approved subject matter program prior to or beginning solo student teaching.

The Multiple Subject Student Teaching Application Checklist (Exhibit 9) is reviewed by a Student Services Professional staff advisor through the Teacher Preparation and Advising Center, who completes a Teacher Preparation Advising Center Receipt (Exhibit 10) ensuring that the candidate has submitted the correct documentation to prove subject matter competency.

The candidate will also establish a file in the Credential Center and follow the directions on the Preliminary Credential Evaluation Request Form (Exhibit 11) and are required to submit the subject matter competency documentation. A credential analyst will complete an evaluation of the documentation to ensure that the candidate has the appropriate subject matter prior to beginning fieldwork/student teaching. The credential analyst will provide the candidate with a personalized Credential Evaluation Information and Preliminary Multiple Subject Credential Evaluation (Exhibit 12).

Urban Dual Credential Program (UDCP) – Preliminary Multiple Subject and Preliminary Education Specialist Credential Pathway: Candidates in the Urban Dual Credential Program must demonstrate subject matter competence prior to advancing to student teaching by passing the CSET: Multiple Subjects exam or demonstrating subject matter competency through the CSULB Commission-approved Liberal Studies Program. UDCP Integrated Program (ITEP) students must have passed the CSET exam or have completed four-fifths of the approved CSULB Liberal Studies Program, prior to beginning solo student teaching.

The UDCP program website provides detailed information about requirements to advance to student teaching . The information provided includes an overview of the application process and student teaching experience. Candidates will view a checklist with specific instructions and requirements that must be met and submitted. This checklist requires evidence of passing all parts of the Multiple Subject CSET or official proof of completion of a CTC approved Subject Matter Preparation Program to the Teacher Preparation Advising Center (TPAC). Additionally, ITEP students must provide verification that they will have met four-fifths of the approved subject matter program prior to or beginning solo student teaching.

The Multiple Subject Student Teaching Application Checklist (Exhibit 9) is reviewed by a Student Services Professional staff advisor through the Teacher Preparation and Advising Center Receipt, who completes a Teacher Preparation Advising Center Receipt (Exhibit 10) ensuring that the candidate has submitted the correct documentation to prove subject matter competency.

The candidate will also establish a file in the Credential Center and follow the directions on the Preliminary Credential Evaluation Request Form (Exhibit 11) and are required to submit the completed subject matter competency. A credential analyst will complete an evaluation of the documentation to ensure that the candidate has the appropriate subject matter prior to beginning fieldwork/student teaching. The credential analyst will provide the candidate with a personalized Credential Evaluation Information and UDCP Credential Evaluation (Exhibit 13).

Single Subject Credential Program Response: Candidates in the Single Subject program must either complete one of CSULB's Commission-approved subject matter programs, another Commission-approved program, or the appropriate CSET exam prior to advancing to student teaching.

The Single Subject Credential Program website provides detailed information about the requirements to advance to student teaching . The information provided includes an overview of the application process and student teaching experience. Candidates will view a checklist with

specific instructions and requirements that must be met and submitted. This checklist requires evidence of passing all parts of the appropriate CSET or official proof of completion of a CTC approved Subject Matter Preparation Program to the Teacher Preparation Advising Center.

The Single Subject Student Teaching Application Checklist (Exhibit 14) is reviewed by a Student Services Professional staff advisor through the Teacher Preparation and Advising Center (TPAC), who completes a Teacher Preparation Advising Center Receipt (Exhibit 10) ensuring that the candidate has submitted the correct documentation to prove subject matter competency.

The candidate will also establish a file in the Credential Center and follow the directions on the Preliminary Credential Evaluation Request Form (Exhibit 11) and are required to submit the completed subject matter competency. A credential analyst will complete an evaluation of the documentation to ensure that the candidate has the appropriate subject matter prior to beginning fieldwork/student teaching. The credential analyst will provide the candidate with a personalized Credential Evaluation Information and Single Subject Credential Evaluation (Exhibit 15).

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).

Response: A complete list of Credential Completion Requirements for all credential candidates, including Multiple and Single Subject Credential Program candidates, is available for review on the Credential Center website.

Candidates in all pathways of the Multiple and Single Subject Credential Program are required to establish a file in the Credential Center. A credential analyst will review all documents submitted and official transcripts within the CSULB Peoplesoft System. The candidate will receive a Credential Evaluation Information and a Preliminary Credential Evaluation (Exhibits 12, 13, 15, and 18) for their specific pathway, which informs them of their current program status and explains they must complete all requirements on their personal credential evaluation for credential eligibility. The candidates receive the initial credential evaluation upon application, and an updated evaluation during their final semester.

Each semester, a credential analyst from the Credential Center will provide the student teachers with a Preliminary Credential Application and Information Presentation which includes details on how/when they should be applying for their credential. When a candidate has completed their credential program and all requirements, they visit the Credential Center website for application instructions.

A credential analyst will confirm that the candidate has completed the following requirements prior to credential recommendation:

- 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 the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the appropriate subject matter
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the CalTPA
- Passage of the RICA (Multiple Subject Candidates)

Preliminary Education Specialist Credential Program

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.*

Response: Per the CTC Precondition Evidence Guide, programs do not need to respond to Precondition 1. The requirements within Precondition 1 are reviewed during Program Review and at the site visit. The California State University, Long Beach Preliminary Education Specialist

Program will respond to Precondition 1: English Language Skills during Program Review and during the site visit.

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.

Response: Candidates applying for admission to the Traditional Post-Bac Preliminary Education Specialist Credential Program—including Mild/Moderate, Moderate/Severe, or Dual Education Specialist Credential pathway options—must demonstrate their subject matter competency by passage of the CSET exam, have a current valid California basic credential, or completion of a Commission-approved Subject Matter Preparation Program.

Candidates who have not yet passed the CSET subject matter exam/s may be considered for provisional admission; however, full admission admission—which is required for progression to student teaching and final methods—will not be granted without passing CSET scores or evidence of completion of a subject matter program. The Education Specialist Program Application and Checklist (Exhibit 16) is reviewed by a Student Services Professional staff advisor and Program Coordinator to ensure the candidate has submitted the correct documentation and recorded on the Program Application Checklist. Additional information about the admissions and application requirements can be found on the Preliminary Education Specialist Credential Program Admission website.

Integrated Teacher Education (ITEP) – Preliminary Education Specialist Credential Pathway: Candidates applying for admission to the ITEP – Education Specialist Credential Program pathway—including Mild/Moderate, Moderate/Severe, or Dual Education Specialist Credential

pathway options—must provide evidence of continuation towards the Subject Matter Preparation Program through the Commission-approved CSULB Liberal Studies Program. Candidates submit a copy of their unofficial CSULB transcripts which must indicate they are a student in the ITEP/Liberal Studies program. Program applications are reviewed by a Student Services Professional staff advisor and Program Coordinator to ensure the candidate has submitted the correct documentation and recorded on the Education Specialist Program Application and Checklist (Exhibit 16).

Urban Dual Credential Program (UDCP) – Preliminary Education Specialist Credential Pathway: Candidates applying for admission to the UDCP - Education Specialist Dual Credential Program pathway must demonstrate their subject matter competency by passing CSET: Multiple Subjects (all three subtests) or demonstrating subject matter competency through a Commission-approved subject matter program. Candidates who have not yet passed the CSET: Multiple Subjects exam may be considered for provisional admission; however, full admission will not be granted until all parts of the CSET exam have been passed. Please see the program admissions and requirement information for the list of requirements. The UDCP Program Application and Checklist (Exhibit 7) is reviewed by a Student Services Professional staff advisor to ensure the candidate has submitted the correct documentation.

Urban Dual Credential Program Integrated Teacher Education Program (ITEP) candidates applying for admission to the program must provide evidence of continuation towards the Subject Matter Preparation Program through the CSULB Liberal Studies Program. Candidates submit a copy of their unofficial CSULB transcripts which must indicate they are a student in the ITEP/Liberal Studies program. The UDCP Program Application and Checklist (Exhibit 7) is reviewed by a Student Services Professional staff advisor to ensure the candidate has submitted the correct documentation.

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

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

   1. Pass the Commission-approved Multiple Subject 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

      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.
   3. Hold a California general education teaching credential in any subject.

Response: The Education Specialist Credential Program website provides detailed information about the requirements to advance to student teaching . The information provided includes an overview of the application process and student teaching experience. Candidates will view a checklist with specific instructions and requirements that must be met and submitted to the Teacher Preparation Advising Center (TPAC) prior to beginning solo student teaching .

All candidates in the Education Specialist Credential Program must submit evidence of passing all parts of the CSET, official proof of completion of a CTC approved Subject Matter Preparation Program, or hold a valid California general education teaching credential in any subject. Additionally, ITEP students must provide verification that they have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning Student Teaching.

The Education Specialist Final Fieldwork (Student Teaching) Application Checklist (Exhibit 17) is verified by a Student Services professional staff advisor and the Program Coordinator through the Teacher Preparation and Advising Center who completes a Teacher Preparation Advising

Center Receipt (Exhibit 10) ensuring that the candidate has submitted the correct documentation to prove subject matter competency.

The candidate will also establish a file in the Credential Center and follow the directions on the Preliminary Credential Evaluation Request Form (Exhibit 11) and is required to submit the subject matter competency documentation. A credential analyst will complete an evaluation of the documentation to ensure that the candidate has the appropriate subject matter prior to beginning fieldwork/student teaching. The credential analyst will provide the candidate with personalized Credential Evaluation Information and Preliminary Education Specialist Evaluation (Exhibit 18).

Education Specialist candidates are only admitted to the Education Specialist Internship Credential Pathway—including Mild/Moderate and/or Moderate/Severe pathway options—after providing evidence of demonstrated subject matter competence, obtaining a current valid California basic Credential, or completion of a Commission-approved Liberal Studies program as a condition for admission. Students applying to be a University Intern must submit verification of completion of subject matter competency with their intern application packet, which includes submitting a completed Education Specialist Internship Advisement Form (Exhibit 21).

Urban Dual Credential Program (UDCP) – Preliminary Education Specialist Credential Pathway: Candidates in the Urban Dual Credential Program must demonstrate subject matter competence prior to advancing to student teaching by passing the CSET: Multiple Subjects exam or demonstrating subject matter competency through the CSULB Commission-approved Liberal Studies Program. UDCP Integrated Program (ITEP) students must have passed the CSET exam or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning Student Teaching.

The UDCP program website provides detailed information about the requirements to advance to student teaching . The information provided includes an overview of the application process and student teaching experience. Candidates will view a checklist with specific instructions and requirements that must be met and submitted.

This checklist requires evidence of passing all parts of the Multiple Subject CSET or official proof of completion of a CTC approved Subject Matter Preparation Program to the Teacher Preparation Advising Center. Additionally, ITEP students must provide verification that they will have met four-fifths of the approved subject matter prior to beginning solo student teaching.

The Education Specialist Student Teaching Application Checklist (Exhibit 17) is reviewed by a Student Services Professional staff advisor through the Teacher Preparation and Advising Center who completes a Teacher Preparation Advising Center Receipt (Exhibit 10) ensuring that the candidate has submitted the correct documentation to prove subject matter competency.

The candidate will also establish a file in the Credential Center and follow the directions on the Preliminary Credential Evaluation Request Form (Exhibit 11) and is required to submit the completed subject matter competency. A credential analyst will complete an evaluation of the documentation to ensure that the candidate has the appropriate subject matter prior to

beginning fieldwork/student teaching. The credential analyst will provide the candidate with personalized Credential Evaluation Information and UDCP Credential Evaluation (Exhibit 13).

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).*]

Response: A complete list of Credential Completion Requirements for all credential candidates is available for review on the Credential Center website.

Preliminary Education Specialist Program Credential Program (ESCP) and Urban Dual Credential Program (UDCP) Student Teaching applicants are required to establish a file in the Credential Center. A credential analyst will review all documents submitted and official transcripts within the CSULB Peoplesoft system. The candidate will receive a Credential Evaluation Information and a Preliminary Credential Evaluation (Exhibit 13 and Exhibit 18) for their specific pathway, which informs them of their current program status, and the requirements they must complete to be eligible to earn the credential. The candidates receive the initial credential evaluation upon application, and an updated evaluation during their final semester.

Each semester, a credential analyst from the Credential Center makes a Preliminary Education Specialist Credential Application and Information Presentation for student teachers which details how/when they should apply for their credential. When a candidate has completed their credential program and all requirements, they visit the Credential Center website for application instructions.

A credential analyst will complete a final evaluation and confirm that the candidate has successfully completed the following requirements prior to the online credential recommendation:

- Baccalaureate or higher degree other from a regionally accredited institution
- Completion 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 RICA

Preconditions for Intern Programs

Preliminary Multiple Subject, Single Subject and Education Specialist Intern 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.*

Response: The College of Education, CSULB offers three intern program options:

- Multiple Subject Credential Program Internship Pathway
- Single Subject Credential Program Internship Pathway
- Education Specialist Credential Program Internship Pathway

When a student in the Multiple, Single, or Education Specialist Credential Program is applying to be a University Intern, the program advisor will review the student's application packet and official transcripts to determine that the candidate has earned a bachelor's degree or higher from a regionally accredited institution of higher education. The complete list of admission requirements are detailed in each program's Internship Advisement Form:

- Multiple Subject Internship Advisement Form (Exhibit 19)
- Single Subject Internship Advisement Form (Exhibit 20)
- Education Specialist Internship Advisement (Exhibit 21)

After the candidate has received program approval, the University Intern candidate will establish a file in the Credential Center. A credential analyst will evaluate the candidate's transcripts to determine the student holds a baccalaureate degree or higher from a regionally accredited IHE, prior to credential recommendation.

- Multiple Subject Internship Credential Evaluation (Exhibit 22)
- Single Subject Internship Credential Evaluation (Exhibit 23)
- Education Specialist Credential Evaluation (Exhibit 24)

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

Multiple Subject Credential Internship Program Response: As an admission requirement, interns in the Multiple Subject Credential program must demonstrate subject matter competence as a condition of program entry by passing the CSET: Multiple Subjects exam or demonstrating subject matter competency through a Commission approved Liberal Studies program. Students applying to be a University Intern must submit verification of completion of subject matter competency with their Multiple Subject Intern application packet.

Single Subject Credential Internship Program Response: As an admission requirement, interns in the Single Subject Credential program must either complete one of our commission-approved subject matter programs, or the appropriate CSET exam. Students applying to be a University Intern must submit verification of completion of subject matter competency with their Single Subject Intern application packet.

Education Specialist Credential Internship Program Response: Education Specialist candidates are only admitted to the Education Specialist Internship Credential Pathway Mild/Moderate and/or Moderate/Severe with demonstration of subject matter competence or completion of a Commission approved Liberal Studies program as a condition for admission. Students applying to be a University Intern must submit verification of completion of subject matter competency with their Education Specialist Intern application packet.

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 and PSA 13-06
    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.

Multiple Subject Credential Internship Program Response: The Multiple Subject Credential Internship Program requires 12 units of pre-service courses for Interns. Prior to intern eligibility, Multiple Subject candidates must meet the 120 hours of preservice clock hours through completion of a minimum of 12 semester units and pre-service fieldwork. The following 12 semester units of coursework, and the fieldwork embedded within, meet the pre-service clock hour requirements that include 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 and PSA 13-06.

- EDEL 380 (3 units) Teaching and Learning in a Democratic Society
- EDSP 303 (1 unit) Preparing to Teach Special Populations in the General Education Classroom
- EDEL 413 (2 units) Developmentally Appropriate Teaching Practices
- EDEL/EDP 431 (3 Units) Cultural and Linguistic Diversity in Schools
- EDEL 442 (3 units) Teaching/Learning Language Arts

Single Subject Credential Internship Program Response: The Single Subject Credential Internship Program requires 12 units of pre-service courses for Interns. Prior to intern eligibility, Single Subject candidates must meet the 120 hours of pre-service clock hours through completion of a minimum of 12 semester units and the fieldwork components within the coursework. The following 12 semester units of coursework and the fieldwork embedded within, meet the pre-service clock hour requirements that include 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 and PSA 13-06.

- EDSS 300 (3 units) Introduction to Teaching
- EDP 301/302 (3 units) Child Development/Adolescent Development
- EDSE 436 (3 Units) Curriculum, Instruction, Assessment, and Classroom Management
- EDSE 457 (3 units) Reading and Writing in the Secondary School

Education Specialist Credential Internship Program Response: The Education Specialist Credential Internship Program Mild/Moderate and Moderate/Severe requires 13 units of pre-service courses to meet this requirement. Prior to intern eligibility, Education Specialist candidates must meet the 120 hours of pre-service clock hours through completion of a minimum of 13 semester units and pre-service fieldwork. The following 13 semester units of coursework, and the fieldwork embedded within, meet the preservice clock hour requirements that include foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

- ETEC 110 (1 unit) Introduction to Computers as Tools
- ED P 301/302 (3 units) Child Development/Adolescent Development
- EDSP 350 (3 units) Intro to Teaching the Exceptional Individual
- ED P 405 (3 units) Positive Strategies for Classroom Management
- EDSP 454 (3 units) Supporting the Academic and Language Development of ELs

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

   a) Provisions for an annual evaluation of the intern.

   b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

   c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

   d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

Response: Each district must agree to the requirements established in the District-University Internship MOU (Exhibit 25) prior to hiring a student in our Multiple, Single, or Education Specialist Credential Program as a University Intern, which includes the requirement of establishing an Intern Professional Development Plan (Exhibit 26) for each intern. In addition, the requirement is listed on the Intern Principal Agreement (Exhibit 27). CSULB provides a sample Intern Professional Development Plan for the school site to use if the district does not have their own established. Intern candidates turn in the completed Professional Development Plan form to their program coordinator at the completion of their program.

In addition, University Interns are required to complete and have verified by Site Providers a monthly Intern Log, documenting hours of support for instruction in, but not limited to, teaching methodology, child/adolescent development, English Language learners, and students with disabilities. For a detailed example, please reference the University Intern Support and Supervision Log Spring 2021 (Exhibit 28)

5) Supervision of Interns.

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

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

Response: CSULB's District-University Internship MOU (Exhibit 25), stipulates that the participating institutions, in partnership with the 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 800033. The Multiple, Single, and Education Specialist Credential programs have established the hours of general support and supervision and English support that comes from class enrollment and faculty support. In addition, University Interns are required to submit a monthly log detailing the general support and supervision, and English learner support they have received from their mentor teacher, University Intern Support and Supervision Log Spring 2021 (Exhibit 28) . The and approved monthly by the Mentor Teacher/Site Provider, and then logged in the candidates file by a credential analyst.

Additionally, as per the MOU the district has agreed that 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.

Multiple Subject Supervision Assignments: Supervision for interns is provided through the existing University Supervisor pool. Supervisors are recruited, selected, and assigned based on their experience as a teacher or administrator in a K-12 school setting and/or as faculty members in the College of Education. The cost of supervision is covered through the intern's enrollment in the appropriate internship fieldwork course and the intern's pay is not reduced for this purpose.

Single Subject Supervision Assignments: Supervision for interns is provided through the existing University Supervisor pool. Supervisors are recruited, selected, and assigned based on their experience as a teacher or administrator in a K-12 school setting and/or as faculty members in the College of Education. The cost of supervision is covered through the intern's enrollment in the appropriate internship fieldwork course and the intern's pay is not reduced for this purpose.

Education Specialist Supervision Assignments: Interns are enrolled in a Supervisor Support Course (EDSP 586 - 1 unit) for each semester prior to their Final Fieldwork, and through this course Interns are supervised by our Intern Support Supervisor. For the semester of Final Fieldwork, interns enroll in the fieldwork course (EDSP 587/588 -12 units) and are assigned a University Supervisor based on matched credential area of emphasis. Cost of supervisor is covered through course enrollment and does not reduce intern pay.

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.*

Response: This requirement is stipulated and agreed upon by the district and the College of Education in the District-University Internship MOU (Exhibit 25). In addition, all candidates must submit an offer of employment with their Internship Application Packet, from their employer that states the district and school that they will be teaching at, start date, and assignment (authorization). The candidate will also include the information on their Internship Advisement Form:

- Multiple Subject Internship Advisement Form (Exhibit 19)
- Single Subject Internship Advisement Form (Exhibit 20)
- Education Specialist Internship Advisement (Exhibit 21)

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.*

Response: Candidates interested in becoming a University Intern, have an initial consultation with the Assistant Director of the Teacher Preparation Office to discuss the placement. Candidates will complete a Multiple, Single, or Education Specialist Intern Application packet and identify the district, school, and placement. The program will ensure that the participating employer is a public school district or county office of education, prior to approval of the internship. The Office of Clinical Practice and the Credential Center ensure that there is a CSULB University Affiliation and a University Internship Memorandum of Understanding (MOU) in place prior to recommendation of the internship. The list of all current university internship agreements, as verified by the Office of Clinical Practice and the Credential Center, is posted and regularly updated on the University Internships webpage.

8) Early Program Completion Option (Note: Does not apply to an Education Specialist intern program). Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
    a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
        - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
        - Techniques to address learning differences, including working with students with special needs
        - Techniques to address working with English learners to provide access to the curriculum
        - Reading instruction in accordance with state standards
        - Assessment of student progress based on the state content and performance standards
        - Classroom management techniques
        - Methods of teaching the subject fields
    b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
    c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
    d) Meet the requirements for teacher fitness.

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

Response: The Multiple and Single Subject Credential Programs make Early Completion an option for candidates who meet the above requirements. Detailed information about the Early Completion Option is available for intern candidates to review on the program internship websites for their program. Please see the Multiple Subject Internship Pathway website and the Single Subject Internship Pathway website for additional details.

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).*

Response: The University Intern will hold a credential that is valid for a period of two years, unless the candidate ceases to meet the requirements of the Intern Credential or they complete all credential requirements prior to the end of the two-year certificate. Interns who do not meet all credential program requirements by the end of their 2-year document and remain in good standing with the program and their employer, will have the opportunity to apply for a 1-year extension to their internship.

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

Response: As agreed upon in CSULB's District-University Internship MOU (Exhibit 25), the Intern will not displace other certificated employees.

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.

Response: The College of Education seeks continuing accreditation for its University Intern Programs in Multiple and Single Subject Credentials and Education Specialist Credentials in order to meet our local district's ongoing needs for teachers in high- demand hard-to-staff areas, including Special Education, Math, and Science.

Annual District Partner Meetings and on-going district communication through the Office of Clinical Practice reflects district necessity for qualified interns in the above stated areas. The number of internships issued by programs support teacher shortage vacancies. The University Internship Programs support school districts and county offices of education throughout the greater Southern California area.

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

Response: Interns hired to teach in a bilingual classroom, must be admitted to the appropriate Multiple Subject Credential Bilingual Authorization Program and must pass the language proficiency examination (BILA CSET subtest III) prior to the recommendation of their Intern Credential. A detailed list of the Internship Eligibility Requirements, including the Bilingual Language Proficiency requirement, is available for review on the Multiple Subject Internship Pathway website.

Preconditions for Education Specialist Added Authorization Programs

Education Specialist: All Added Authorizations

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

Response: Effective 2/1/2021, the Autism Added Authorization at California State University, Long Beach has been withdrawn from our list of approved/inactive programs. The Adapted Physical Education Added Authorization will be the only Education Specialist Added Authorization available.

Adapted Physical Education Added Authorization candidates must hold a valid Single Subject Physical Education, Multiple Subject, or Education Specialist Credential prior to eligibility for the authorization.

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

Response: Effective 2/1/2021, the Autism Added Authorization at CSULB has been withdrawn from our programs list.

Adapted Physical Education Added Authorization (APEAA)

3) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.

Response: Candidates will receive advising from the Adapted Physical Education Added Authorization Program Coordinator who will determine the requirements that are necessary prior to eligibility for the authorization. The Program Coordinator will provide an initial evaluation to determine that the candidate has a Single Subject Credential in Physical Education, Multiple Subject Credential, Special Education Credential, or a teaching credential issued under prior statutes with comparable authorizations. Adapted Physical Education Added Authorization Advising Sheet (Exhibit 29). At the completion of the coursework and requirements, the Program Coordinator provides the final approval on the APEAA Advising Sheet and the candidate must submit this completed form to the Credential Center prior to credential recommendation.

Candidates establish an Adapted Physical Education Added Authorization file in the Credential Center. A credential analyst will complete an evaluation to determine the candidate has a valid pre-requisite credential. Adapted Physical Education Evaluation Request Form and Credential Evaluation (Exhibit 30).

4) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

Response: Candidates in the Adapted Physical Education Added Authorization program may demonstrate that they have coursework in motor development and kinesiology through a previous program such as a credential in Single Subject Physical Education. In addition, the APEAA Program requires candidates to take KIN 427/527 Motor Assessment, which has as a prerequisite KIN 315 Motor Development and KIN 320 Adapted PE. The APEAA Program Coordinator will provide all candidates a list of required coursework as outlined on the Adapted Physical Education Added Authorization Advising Sheet (Exhibit 29).

Multiple Subject (MS) or Education Specialist (ES) Credential Holders must complete twelve (12) units of coursework, as follows:

- KIN 300 Biomechanics of Human Movement (3units)
- KIN 301 Exercise Physiology (3units)
- KIN 312 Motor Control and Learning (3units)
- KIN 315 Motor Development (3units)
- KIN 332I Sociocultural Dimensions of Sport & Human Movement (3units)
- KIN 343 Techniques & Analysis of Fitness (2units)
- KIN 370 Movement Theory and Practice of Elementary Physical Education (3units)
- KIN 380 Organization and Management of Secondary Physical Education (3units)
- KIN 460 Applied Theory & Analysis Nontraditional PE Games & Analysis (2units)
- KIN 477 Measurement & Curriculum in Physical Education (3units)

Alternatively, they must pass California Subject Examinations for Teachers (CSET) in Physical Education (all parts) and complete EDSS 450 P Curriculum and Teaching Methods in Teaching Physical Education (3 units).

At the completion of the coursework and requirements, the Program Coordinator provides the final approval on the APEAA Advising Sheet and the candidate must submit this completed form to the Credential Center prior to credential recommendation. A credential analyst completes a final evaluation and will confirm that the candidate has completed the commission approved program prior to credential recommendation.

Preconditions for Designated Subjects Teaching Credentials

Designated Subjects Career Technical Education

1) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted, and implemented by an LEA. An LEA, as it applies to Designated Subjects Vocational Education Teaching Credentials means any of the following categories of agencies:
    a. A California public school or consortium of school districts;
    b. A California county superintendent of schools office;
    c. A California regional occupational program or center;
    d. A California state agency;
    e. A Commission-approved teacher preparation institution.

Source: California Administrative Code, Title 5, Education, Section 80034©

Response: The Career Technical Education (CTE) credential is offered at California State University, Long Beach by the Department of Teacher Education within the College of Education, which is a Commission-approved teacher preparation institution as required by criteria above.

2) A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.

    The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. Source: California Administrative Code, Title 5, Education, Section 80040.

Response: CSULB is currently offering the CTE alternative pathway for current credentialed teachers who hold a valid CA teaching credential, an EL Authorization, and have teaching and industry experience.

After a 4-year hiatus, in 2017 the CSULB College of Education requested that CTC reactivate the 3-year Preliminary Credential for Career Technical Education. The status of the CTE credential

was changed to “approved-active.” The Credential Center serves as the main advising center for the CTE credential.

3) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
    a. demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, AND
    b. include assurances that 1) the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and 2) that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. Source: Commission adopted policy

Response: As for all credential programs in the unit, the CED will fully cooperate with an external team or a Commission staff member in an evaluation of the program to demonstrate that the program fulfills all applicable standards of program quality and effectiveness adopted by the CTC. In implementing the CTE credential, the Associate Dean works with staff in the Credential Center in monitoring the program. The CED Credential Center is the college office that responds to all CTC requests for data on CTE program enrollments and candidate completers, and provides state and federal reports, within the limits specified by the CTC and in collaboration with the CSULB Office of Institutional Research and Assessment.

4) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. Source: Commission adopted policy

Response: As noted in Precondition 3, the College of Education will respond to all requests of the CTC for data regarding program enrollments and completions within the time limits specified by the CTC.

Preconditions for Specialist Credentials and Certificates

Reading and Literacy Added Authorization (RLAA) and the Reading and Literacy Leadership Specialist (RLLS) Credential

1) Prerequisite Teaching Credential. RLAA and/or the RLLSA Credential Programs shall determine, prior to recommending a candidate for the credential, that the candidate possesses a valid teaching credential as specified in Education Code Section 44203(e).

Response: Effective 4/1/2020, the Reading and Literacy Leadership Specialist Credential has been withdrawn from the list of CSULB Approved Credential Programs. The following is our response on behalf of the Reading and Literacy Added Authorization (RLAA) credential option.

Interested candidates visit the Reading and Literacy Added Authorization program website and review application materials for details on the authorization requirements. Candidates will submit all documentation, including the program application, online to the Reading and Literacy Added Authorization (RLAA) Program Coordinator. The RLAA Program Coordinator reviews credential program applications to ensure that applicants meet eligibility requirements for program admission.

Candidates admitted to the Reading and Literacy Added Authorization program will establish a file in the Credential Center using the Reading and Literacy Added Authorization Evaluation Request Form (Exhibit 31), which details the instructions and items needed to establish a file. Reading Candidates will need to submit all supporting documentation, including verification that they hold a valid Multiple Subject, Single Subject, Education Specialist, or a Clear Full-time Designated Subjects Credential. A credential analyst will review the candidate's file and send a Service/Specialist Credential Evaluation Information and Reading and Literacy Added Authorization Credential Evaluation (Exhibit 32). During the evaluation process, the credential analyst will review the candidates credential record in the Commission on Teacher Credentialing website to verify that the candidate has the appropriate valid California teaching credential prior to recommendation of the authorization.

2) English Learner Authorization. RLAA and/or the RLLS Credential Program shall determine, prior to recommending a candidate for the credential, that the candidate possesses and 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.

Response: Upon establishing a file in the Credential Center, the candidate will submit supporting documentation, including verification that they hold the appropriate English Learner Authorization. A credential analyst will review the candidate's record in the Commission on

Teacher Credentialing website to verify that the candidate has the appropriate English Learner Authorization and update the file accordingly, prior to recommendation of the authorization. The English learner authorization will be recorded on the Reading and Literacy Added Authorization Credential Evaluation (Exhibit 33).

3) Basic Skills Requirement. RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the credential or authorization, that the candidate has met the Basic Skills Requirement as specified in Education Code Section 44252(b), unless exempted by statute.

Response: Upon establishing a file in the Credential Center, the candidate will submit supporting documentation, including verification that they have met the Basic Skills requirement, via the CBEST or a CTC approved alternative. A credential analyst will complete an evaluation to verify the information and update the file accordingly, prior to recommendation of the authorization. The basic skills requirement will be recorded on the Reading and Literacy Added Authorization Evaluation Request Form (Exhibit 31).

4) Full-Time Teaching Experience. RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.

Clarification of Program Precondition 4: Full-Time Experience is defined as teaching for a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time employment will be accepted. Experience earned outside California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel or human resources by which the individual was employed. Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

Response: Candidates are notified on their Reading and Literacy Added Authorization Evaluation Request Form (Exhibit 31) and, on their Reading and Literacy Added Authorization Credential Evaluation (Exhibit 33) that they must submit original documentation from their employer or district HR department with the appropriate signatures, verifying at least 3 years of full-time teaching experience, prior to eligibility for the credential recommendation. A credential analyst

will review and verify that the teaching experience has been met prior to the recommendation of the authorization.

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).

Response: Prior to applying for the Reading and Literacy Added Authorization, candidates must complete coursework (15 units) aligned with CTC RLAA standards. The completion of the coursework and all additional requirements is verified by a credential analyst during a thorough review of each candidate's Reading and Literacy Added Authorization Credential Evaluation (Exhibit 33) prior to the credential recommendation.

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.

Response: California State University, Long Beach candidates for the Bilingual Authorization must hold a valid Multiple Subject, Single Subject, or Education Specialist teaching credential or the equivalent, prior to being recommended for the Bilingual Authorization (BILA).

In addition, CSULB offers the Multiple Subject Credential with a Bilingual Emphasis in Spanish, and the Asian Languages of Korean, Mandarin, and Vietnamese.

All candidates completing the Bilingual Authorization must establish a file in the Credential Center. A credential analyst will evaluate candidates to determine that they meet the appropriate teaching credential prior to recommendation for the Bilingual Authorization:

- Bilingual Authorization Evaluation Request Form (Exhibit 34)
- Bilingual Authorization Spanish Credential Evaluation (Exhibit 35)
- Bilingual Authorization Asian Credential Evaluation (Exhibit 36)
- Multiple Subject Bilingual Emphasis-Asian Credential Evaluation (Exhibit 37)
- Multiple Subject Bilingual Emphasis-Spanish Credential Evaluation (Exhibit 38)

Additional details about each of the Bilingual Authorization program options can be found on the Bilingual Authorization program information webpage.

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*.

Response: Candidates are required to hold a valid English learner authorization (examples: 2042 authorization, a CLAD or equivalent English Learner Authorization) prior to recommendation for the Bilingual Added Authorization or be eligible for the English Learner authorization at the same time as the recommendation for the bilingual authorization.

- Bilingual Authorization Evaluation Request Form (Exhibit 34)
- Bilingual Authorization Spanish Credential Evaluation (Exhibit 35)
- Bilingual Authorization Asian Credential Evaluation (Exhibit 36)

Candidates completing the Multiple Subject Credential Program, with a Bilingual Emphasis, must establish a file in the Credential Center. A credential analyst will complete an evaluation to determine that the candidate meets the appropriate English Learner Authorization prior to recommendation for the BILA.

- Multiple Subject Bilingual Emphasis-Asian Credential Evaluation (Exhibit 37)
- Multiple Subject Bilingual Emphasis-Spanish Credential Evaluation (Exhibit 38)

Additional details about each of the Bilingual Authorization program options can be found on the Bilingual Authorization program information webpage.

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.

Response: Candidates must be admitted to the appropriate Multiple Subject Credential Bilingual Authorization Program, and must have demonstrated language competence, prior to approval of the internship position. Please see the Intern Eligibility Requirements for a complete list of program requirements.

Preconditions for 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): Candidates for the Preliminary Administrative Services Credential must show evidence that they possess a valid clear or life teaching California credential that meets the requirements of this precondition.

Response: Preliminary Administrative Services Program Candidates have a 2-step process for admission to the university and the credential program. Applicants must apply directly to California State University Long Beach using the online Cal State Apply portal and are required to submit an official transcript to the university verifying a bachelor's degree from an accredited college or university. Admission to CSULB and the Preliminary Administrative Credential Program is contingent upon proof, at minimum, of a baccalaureate degree from a regionally accredited college or university.

In addition, Preliminary Administrative Credential Program applicants submit program application materials through Cal State Apply and are specific to CSULB's program. As part of the program application materials, applicants must submit evidence of meeting the preconditions. Program application materials are initially reviewed by a Student Services Professional staff advisor from the Graduate Studies Office to ensure the applicants' eligibility for consideration, and then qualified applicants are forwarded to the Admissions Review Committee, which includes program faculty and the Administrative Program Coordinator.

After the Administrative Admission Committee has approved a candidate for admission, and during the first semester in the program, the candidate is required to establish a file in the Credential Center. Candidates will receive a Preliminary Administrative Services Credential Evaluation Request form which provides them with a list of items that must be submitted and completed for credential eligibility. Preliminary Administrative Services Evaluation Request Form

(Exhibit 39). A credential analyst will complete an evaluation to and will notify the candidate of all requirements that are necessary prior to credential recommendation. Preliminary Administrative Credential Evaluation (Exhibit 40).

CSU Long Beach does not offer an Administrative Intern Program.

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

Response: Candidates applying to the Preliminary Administrative Services Credential program are required to include documentation as to how he/she has met the basic skill requirement and English Learner authorization (where applicable). The documentation is reviewed and confirmed by an advisor in the Graduate Studies Office and again by the Administrative Credential Program Admissions Committee. Additional details are available on the program's Online Application Submission webpage.

During a candidate's first semester in the program, they are required to establish a file in the Credential Center. Candidates must submit verification of completion of the basic skills requirement. A credential analyst will review and verify the basic skills documentation during the initial Preliminary Administrative Credential evaluation and send the candidate a Preliminary Administrative Credential Evaluation (Exhibit 40).

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) or (b).

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

Response: Preliminary Administrative Credential candidates establish a file in the Credential Center. A credential analyst will complete an evaluation and send the candidate a Services/Specialist Credential Information Sheet and Preliminary Administrative Credential

Evaluation (Exhibit 41). The evaluation will indicate requirements that have been met, and those that are outstanding prior to credential eligibility, including verification of experience.

Prior to recommendation, Preliminary Administrative Credential candidates are required to submit an original letter(s) from their district human resources office, verifying at least 5 years of successful full-time teaching experience with an employing agency, five years of successful full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology or clinical rehabilitative services with an employing agency, to the Credential Center. A credential analyst will review the documentation, and if applicable, will update the candidate's credential evaluation to verify the requirement has been met.

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)*

Response: At the completion of the candidates' final semester, they complete an ePortfolio with the Administrative Program Coordinator. This document contains artifacts that are aligned to the CAPE's from the candidate's course work and fieldwork. This document is added to the candidates' Credential Center file and is used as a final exit requirement for the program.

Candidates are eligible to apply for their credential when they have successfully completed all requirements, including the Cal APA, as evidenced on the Preliminary Administrative Credential Evaluation (Exhibit 40).

CSU, Long Beach does not offer an Administrative Intern Program.

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 an administrative position. *Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)*

Response: Candidates are notified on their Preliminary Administrative Services Evaluation Request Form (Exhibit 39) and on their Preliminary Administrative Credential Evaluation (Exhibit 40) that a Certificate of Eligibility is automatically issued upon completion of their credential program requirements. In the event that a candidate has an offer of employment for a full or part-time administrative position in an employing agency, they must submit an original, signed,

Verification of Employment as an Administrator, Form CL –777, to the Credential Center. The documentation will be reviewed by a credential analyst prior to a credential recommendation by a credential analyst.

Pupil Personnel Services

1) 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.*

    1a) 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.

Response: Candidates apply directly to California State University Long Beach using Cal State Apply and are required to submit an official transcript verifying a bachelor's degree from a regionally accredited college or university. Admission to CSULB and the PPS Credential Programs is contingent upon proof, at minimum, of a baccalaureate degree from an accredited college or university.

Please see documentation of our Pupil Personnel Services program eligibility requirements available for review at the following the program-specific web-pages:

- School Counseling Credential Program Eligibility Requirements
- School Social Work, Child Welfare and Attendance Program Requirements
- School Psychology Program Eligibility Requirements

The importance of academic advising as a means of supporting public school pupils' academic success is emphasized within each of our PPS credential programs in the following ways:

Pupil Personnel Services School Counseling Credential Program: The PPS School Counseling Credential Program addresses with candidates the importance of academic advising through its program learning outcome (PLO 3): Apply knowledge and skills of direct services at multiple tiers of support including individual and group counseling, **academic advising**, and instruction and classroom management to meet the needs of a diverse urban student population. For additional details, please visit the School Counseling Pupil Personnel Services Credential program website.

Pupil Personnel Services School Social Work Credential Program: The PPS School Social Work Credential Program candidates are academically and experientially prepared to meet the diverse range of needs of all K-12 public school children through their coursework and internship

experience. Individuals accepted into the program must complete courses in child and family well-being and school social work. Candidates in the PPS School Social Work program develop knowledge and skills to be able to respond to school teachers and staff concerns about students at risk and their families. Together with teachers and staff, candidates work to develop, implement and evaluate programs to help students and their families. Through the use of assessment, counseling/advising, consultation and coordination of services, PPS School Social Work candidates serve students, parents, school and community. For additional details, please visit the Master of Social Work PPS program website.

Pupil Personnel Services School Psychology Credential Program: The PPS School Psychology Credential Program places an emphasis on academic advising through its Program Learning Outcome (PLO) 1: Practices that permeate all services. This PLO includes the following Candidate Outcomes: (1) application of data-based decision making and (2) using consultation and collaboration to promote positive student outcomes. Please see our Program Handbook for additional program information, including a detailed description of all PPS School Psychology program learning outcomes.

1b) 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.

Response: The PPS School Counseling Credential Program requires 51 semester units of coursework. In addition, we require that candidates concurrently obtain a Master's Degree in School Counseling. For additional details, please see the School Counseling Program Description for a list of course requirements.

Candidates can request a School Counseling University Internship Credential when they have completed, at a minimum, the following coursework and practica: COUN 506, COUN 513, COUN 510, COUN 515, COUN 607, and COUN 638, and have received an offer of employment with an affiliated school district. The intern is supervised and supported by their employer and a School Counseling Program faculty supervisor.

1c) 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.

Response: The PPS School Social Work Credential Program is combined with the Master's Degree in Social Work (MSW) and requires 60 semester units of coursework. Additional program admissions and overview information is available on the MSW Program website. CSULB does not offer a CTC PPS School Social Work University Internship option.

1d) 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.

Response: The PPS School Psychology Credential program is 60 semester units of coursework and includes the requirement that candidates concurrently complete an advanced Education Specialist degree. Additional details, including a complete list of program requirements, is available on the School Psychology Program Description - Degree and Credential Requirements webpage.

Candidates can request a School Psychology University Internship Credential when they have completed, at a minimum, coursework and practica completed within the first 2 years of their program which include: EDP 419, EDP 517, EDP 520, EDP 524 A,B, C, EDP 527, EDP 528, EDP 536, EDP 560, EDP 579, and EDP 603 and have received an offer of employment with an affiliated school district. The intern is supervised and supported by their employer and a School Psychology faculty supervisor.

1e) 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

Response: The Child Welfare and Attendance (CWA) specialization requires 9 semester units of coursework. The CWA specialization is embedded in the Masters of Social Work program. Candidates receive coursework that centers around the growth and development of children, family functioning and school social work. In addition, all PPSC candidates attend four special topic two-hour seminars on the following topics: child welfare and attendance, learning theories, law and ethics in schools, and crisis response in schools.

The PPSC candidates are placed in a school setting during their second year of field placement with a field instructor who has a PPSC in School Social Work and Child Welfare and Attendance. Candidates are required to do 150 extra hours during this field placement in order to meet the standards established by the California Commission on Teacher Credentialing (CCTC) for the CWA credential.

Additional information detailing MSW PPSC program requirements is available on the Pupil Personnel Services Credential webpage.

Preconditions for 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.

Response: Prior to recommendation for the Preliminary Speech-Language Pathology (SLP) credential, candidates must first complete a Master's degree in Speech-Language Pathology. The SLP program at CSULB is accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation. Additional program information is available in detail on the SLP Graduate Program Overview webpage.

Prior to advancement to fieldwork in a public-school setting, candidates must establish a file in the Credential Center and will receive the Preliminary Speech Language Pathology Credential Evaluation Request Form (Exhibit 42), which details the instructions and items needed to establish a file and exit requirements for credential eligibility. A credential analyst will review the candidate's file and send an evaluation, which includes the information that all requirements, including the Master's Degree in Communicative Disorders (Speech-Language Pathology), will be required prior to credential recommendation of the Preliminary Speech Language Pathology Credential. Preliminary Speech Language Pathology Credential Evaluation (Exhibit 43).

At the completion of their program and posting of the master's degree, a credential analyst will complete a final evaluation and will confirm that the candidate has completed the commission approved program prior to credential recommendation.

Preconditions for Other Services Credentials

Teacher Librarian

1) A program sponsor that operates a program for the Teacher Librarian Services Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid California teaching credential, provided the holder also possesses a baccalaureate degree from a regionally accredited institution and has met the basic skills requirement, or its equivalent and completed a professional preparation program, including student teaching or a clear, full-time designated subjects teaching credential, including an English learner authorization, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement, or its equivalent.

Response: Teacher Librarian Credential Candidates have a 2-step process for admission to the university and the credential program. Applicants must apply directly to California State University, Long Beach using Cal State Apply and are required to submit an official transcript to the university verifying a bachelor's degree from a regionally accredited college or university. Admission to CSULB and the Teacher Librarian Credential Program is contingent upon proof, at minimum, of a baccalaureate degree from a regionally accredited college or university.

In addition, Teacher Librarian Credential Program applicants submit program application materials. These materials are submitted through Cal State Apply and are specific to CSULB's program. As part of the program application materials, applicants must submit evidence of meeting the preconditions, which are outlined in detail on the Teacher Librarian Services Program Eligibility webpage.

Program application materials are initially reviewed by a Student Services Professional staff advisor from the Graduate Studies Office to ensure the applicants' eligibility for consideration, and then qualified applicants are forwarded to the Admissions Review Committee, which includes program faculty and the Teacher Librarian Program Coordinator.

Program candidates will establish a file in the Credential Center, using the Teacher Librarian Services Credential Evaluation Request form (Exhibit 44) and are required to submit all necessary documents for a credential evaluation. A credential analyst will review the candidate's documentation to verify that they meet the following requirements:

- Hold a valid California teaching credential
- Possess a bachelor's degree from a regionally accredited institution
- Has met the basic skills requirement (or its equivalent)
- Has completed a professional preparation program, including student teaching, or a clear, full-time designated subjects teaching credential, including an English learner authorization. Teacher Librarian Credential Evaluation (Exhibit 45).

Special Class Authorization - Digital Literacy Authorization: California State University, Long Beach also offers the Special Class Authorization in Information and Digital Literacy, for current Teacher Librarian Services Credential holders, who need to add the authorization. Teacher Librarian Services Credentialed Teachers contact the Teacher Librarian Program Coordinator directly to confirm that they hold the appropriate Teacher Librarian Credential, prior to completing the 1 course, ETEC 523, Information and Digital Literacies. Candidates will establish a file in the Credential Center and submit supporting documentation listed on the Teacher Librarian Services Credential Evaluation Request form (Exhibit 44). A credential analyst will complete a Special Class Authorization Credential Evaluation (Exhibit 46) and prior to credential recommendation, will confirm that the candidate has met all requirements for the added authorization.

List of Exhibits

Exhibit 1: WSCUC Letter of Accreditation Approval

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