SAN FRANCISCO STATE UNIVERSITY

Graduate College of Education

Preconditions Report

Submitted to

California Commission on Teacher Credentialing

Committee On Accreditation

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I. Special Characteristics of the Institution

A. Overview of San Francisco State University

Located in San Francisco, one of the most beautiful and vibrant cities in the U.S., the University is just one mile from the Pacific Ocean and 15 minutes from downtown. San Francisco State University is characterized by a proud history and an ongoing commitment to teaching, applied research, and community service—as well as to offering a high-quality, accessible, and affordable education to the Northern California region. The University was founded in 1899 as San Francisco State Normal School, a two-year teacher-training college, and it was the first normal school in the nation to require a high school diploma for admission. The first class of 36 women was graduated in 1901, and the University now graduates some 7,000 men and women a year. According to former University President Robert A. Corrigan, "Over 100 years ago, when San Francisco desperately needed a source of well-trained, truly professional teachers for its children, San Francisco State led the way. The teacher training curriculum developed by founding President Frederic Burk set the standard for the day." Today, we continue our commitment to excellence in preparing outstanding educators, leaders and clinicians who transform lives in schools and communities.

In 2011 SF State reorganized into six colleges: Business, Education, Ethnic Studies, Health & Social Sciences, Liberal & Creative Arts, and Science & Engineering. SF State awards bachelor’s degrees in 77 academic areas with an additional 48 areas of concentration, master’s degrees in 63 academic areas with an additional 41 areas of concentration, and a doctorate in educational leadership. Programs offered jointly with University of California campuses include a Ph.D. in education with a concentration in special education with UC Berkeley, and a clinical doctorate, Doctor of Physical Therapy (D.P.T.) with UC San Francisco. In addition, SF State offers 19 credential programs and 41 certificate programs.

With a total enrollment of 29,045 in fall 2016, SF State is the seventh largest of the 23 campuses in the California State University (CSU) system. SF State typically awarded more than 7,000 degrees each year, 83% at the baccalaureate and 17% at the master’s level. SF State and the other CSU campuses continue to provide the most affordable university education in California and frequently represent the only affordable option for economically disadvantaged students. In 2014-2015, a total of 45% of SF State undergraduates received Federal Pell Grants, 65% received scholarships or grants, and 37% received federal student loans.

SF State attracts an exceptionally diverse student population. When walking across the campus, one experiences the world. SF State is one of the nation’s most ethnically and culturally diverse campuses (Diverse Issues in Higher Education, 2013). Of those declaring their ethnicity in fall 2016, students of color comprised 78% of the undergraduates and 52% of the graduate students. In fall 2016, the combined undergraduate and graduate student population was 6% African American, 0.5% Native American, 33% Hispanic, 30% Asian/Pacific Islander, 24% White, and 7% “two or more races.” In total, 18,000 of the total enrolled students are ethnic minorities, and over 11,000 of these are from the four federally designated underrepresented ethnic minority (URM) groups. About 75% of SF State students are female. The average age is 23 years among undergraduates and 32 years among master’s students. More than 20% of the undergraduates are first-generation college students who hail from families in which neither parent has attended college. Approximately 3% of the students receive services from the Disability Programs and Resource Center for communicative, learning, mobility, or visual disabilities, deafness, or other functional limitations.
Large numbers of students from underrepresented groups earn their degrees at SF State. The campus recently ranked 19th out of 3,600 institutions surveyed nationally in the number of baccalaureate degrees and 70th in the number of masters’ degrees awarded to students of color (Diverse Issues in Higher Education, 2013). Over the four academic years up to and including 2012, a total of 9,489 baccalaureate and 2,614 master’s degrees were awarded to URM students. Of the 5,875 students who graduated with their baccalaureate degrees during 2012, 2.45% were individuals with communicative, learning, mobility, or visual disability, deafness, or other functional limitations, consistent with the representation of these individuals in the general student population.

The SF State faculty is also exceptionally diverse. Of the 778 tenured/tenure-track faculty in fall 2012, 48% were women and 34%, ethnic minorities (21% Asian/Pacific Islander; 8% Mexican American; 4% African American; and 1% Native American). The representation of women on the SF State faculty increased from 38% to 48%, and the representation of faculty of color from 24% to 34%, during the period 1995 to 2011. These statistics stand in sharp contrast with national data from the National Center on Educational Statistics indicating that ethnic minorities accounted for fewer than 5% of the tenured/tenure-track higher education faculty in the US (2.1% Asian/Pacific Islander; 1.3% Hispanic; 1.4% African American; 0.1% Native American) in 2009.

Civic engagement and community service are deeply held institutional values at SF State. A national leader in socially responsible education, SF State was one of the first U.S. universities to include community service learning credit on student transcripts. Through its Institute for Civic and Community Engagement (ICCE), SF State offers more than 400 courses that combine academic study with community service. Approximately 40% of all students take part in these courses each year and collectively contribute more than 400,000 hours annually to the surrounding community. This contribution would amount to more than $3 million annually if paid at the current California minimum wage. In recognition of this commitment to “teaching, learning and scholarship that engage faculty, students and community in mutually beneficial and respectful collaboration,” The Carnegie Foundation for the Advancement of Teaching designated SF State as a community engagement institution, one of the first universities in the nation to earn this classification. As a result of its dedication to civic involvement and long-standing partnerships with community-based organizations, cultural institutions, public schools, and emerging local industries, SF State has earned a reputation as “the City’s University.”

Mission of the University

From the heart of a diverse community, San Francisco State University honors roots, stimulates intellectual and personal development, promotes equity, and inspires the courage to lead, create, and innovate.

B. Overview of Graduate College of Education

Aligned with the SF State Mission, the Graduate College of Education prepares reflective, transformative educators, clinicians, leaders and scholars who advance the professions within education. Our graduates deliver education programs across the life span, demonstrating excellence in the art and science of teaching and learning, research on critical issues in education and communicative disorders, integration of new technologies and commitment to equity and social justice. Professional preparation programs are designed to meet global challenges, through authentic learning experiences in academic and clinical environments that are guided by our commitment to inclusiveness, integrity, community, social action and evidence-based practice.
The core values of the GCOE are reflected in the SF State Strategic Plan: Courage, Life of the Mind, Equity, Community, and Resilience. These values resonate with the GCOE and our commitment to social justice. We embrace these five values and have adapted them to align with the mission of the GCOE.

**Courage:** Courage enables us to develop a sense of agency that engages students, staff, and faculty in speaking their voices and having their voices heard in forums that honor the contributions of all.

**Life of the Mind:** Our programs are informed by research, our research is informed by evidence-based practice, and our practice is grounded in our professional commitments as educators, activists, practitioners, and clinicians. Collaboration with communities is an integral component of our scholarship, with a focus on uncovering funds of knowledge and community cultural wealth.

**Equity:** Our focus on equity addresses a broad range of persistent, structural social justice issues, including race, class, gender, sexual orientation, disability, and other forms of marginalization in 21st century, globalized California.

**Community:** Our programs promote a climate of inspiration and inclusivity, and are characterized by strong linkages to local and global communities at all levels, birth through adult, in formal and non-formal educational contexts.

**Resilience:** Our work in collaboration with diverse school, community, and clinical settings implies that resilience takes many forms, ranging from promoting transformative resistance, to fostering global sustainability, to creating an environment that is marked by generosity of spirit, to supporting a thriving environment of mutually supportive human relations.

The Graduate School of Education is a stand-alone college, one of six at SF State University. It was renamed two years ago to include the term “graduate” when the entire University was reorganized. “Graduate” refers to the fact that unlike other colleges on campus, more than 70% of the students in this college are post-baccalaureate credential or master’s degree students.

**II. Response to Preconditions for All Approved Programs**

**A. General Statement Applicable to all Preconditions for all Educator Preparation Programs**

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

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

Program Response: San Francisco State University is fully accredited by the Western Association of Schools and Colleges (WASC). The reader may review the letter of accreditation dated July 10, 2013 at the WASC Accreditation website: http://air.sfsu.edu/accreditation/institutional

San Francisco State University grants both baccalaureate academic credit and post baccalaureate academic credit. Please see University Bulletin, Undergraduate Degree Overview: http://bulletin.sfsu.edu/about-sfsu/degrees-offered/baccalaureate-degrees/

The Division of Graduate Studies webpage: http://grad.sfsu.edu/content/explore-programs provided links to all graduate programs at SF State. In addition, for a full listing of all credentials and master’s degree programs offered by the Graduate College of Education at San Francisco State University, see: http://gcoe.sfsu.edu/dcp

(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.

Program Response: Throughout the admissions and enrollment process, students are provided advising to create roadmaps to complete credential programs. Curriculum is offered regularly to meet the candidate’s timelines for graduation. Upon closure or deactivation of a program, candidates are notified and plans for current candidates are made for completion of required programs. Examples of candidate roadmaps for special education candidates are found at the following link: http://spedcd.sfsu.edu/content/advising. Links for Multiple Subject and Single Subject Credential sequences provide further examples of curriculum assurances and timely completion.

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

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

Program Response: Ongoing oversight and ultimate responsibility for all credentials offered by the Graduate College of Education rests with the Dean of the Graduate College of Education. The GCOE organizational chart depicts the chain of responsibility and relationships between the college Dean and the department chairs. The Dean ultimately reports to the Provost and President of SF State University.

The Dean of the Graduate College of Education has primary responsibility for the oversight of all credential programs offered at the University. Approved SF State credential programs appear at the following website: http://gcoe.sfsu.edu/dcp?field_dcp_programs_tid=295.
Graduate College of Education departments shown on the organizational chart are responsible for the following credentials:

**Department of Secondary Education** - Single Subject Credential

**Department of Elementary Education** - Multiple Subject Credential, Reading Certificate (Added Authorization) and the Reading and Language Arts Specialist, Bilingual Authorization

**Department of Special Education** - Mild/Moderate, Moderate/Severe Credential, Visual Impairments Credential, Physical Impairments Credential, Early Childhood Education Credentials, Speech-Language Pathology Services: Language, Speech and Hearing, and Clinical Rehabilitative Services: Orientation and Mobility.

**Department of Special Education Authorizations** - Autism Spectrum, Orthopedically Impaired Authorization, Early Childhood Authorization

**Department of Equity, Leadership and Instructional Technology** - Administrative Services Preliminary Credential

Programs offered outside of the Graduate College of Education:

**Pupil Personnel Services** - School Counseling, School Social Work and School Psychology. These three credentials reside outside the Graduate College of Education, as explained below.

**Adapted Physical Education** - operated in the Department of Kinesiology in the College of Health and Social Services.

The Dean of the GCOE is responsible for ensuring that all students enrolled in the above-listed credential programs receive appropriate curriculum, instruction and supervision. The Associate Dean of Academic Affairs in the Graduate College of Education reports to the Dean and is responsible for ensuring that the Commission on Teacher Credentialing (CTC) accredits all credential programs.

All programs, except for Pupil Personnel Services and Adapted Physical Education, reside in the Graduate College of Education. PPS Programs: School Counseling and School Social Work; and Adapted Physical Education are housed in in the College of Health and Social Sciences while School Psychology is housed in the College of Science and Engineering. The Deans of these colleges communicate regularly with the Dean of the Graduate College of Education to ensure the proper delivery of services, curricula and supervision to students enrolled in these programs. A representative from each of the three pupil personnel services departments serves on the GCOE Accreditation Steering Committee, for example.

The Dean of the Graduate College of Education also chairs the All University Teacher Education Committee (AUTEC), which is charged with promoting meaningful and positive collaboration among all colleges to support teacher education and the teaching profession. The Dean of the Graduate College of Education provides this group with information related to impending changes in the preparation of teachers within the state of California. The Dean also seeks advice from committee members on matters related to resources that are available to insure that students obtain subject matter competencies within subject area appropriate
disciplines. While this body does not allocate financial resources for credential programs, it does provide a means for the Dean of the Graduate College of Education to collaborate with the Deans of other colleges in which subject matter areas and credential programs are housed. It also allows for dialogue across colleges about the importance of teacher preparation for all colleges in SF State University, even ones that do not currently house credential programs. The charge and composition of the AUTEC committee appear at the SF State Academic Senate website: [http://senate.sfsu.edu/committee/structure3#AUTECcharge](http://senate.sfsu.edu/committee/structure3#AUTECcharge)

The Teacher Credential Committee, with elected representatives from all colleges at the University, makes recommendations to the Dean of the Graduate College of Education regarding all existing and proposed University teacher credential program: [http://senate.sfsu.edu/committee/structure3#TCCcharge](http://senate.sfsu.edu/committee/structure3#TCCcharge)

(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.

*Program Response:* Although College Deans are responsible for the overall management and coordination of the academic units, each unit consists of program areas defined by their areas of expertise or curriculum emphasis. Faculty members are hired with expertise and appropriate degrees/credentials needed to teach and supervise students in the programs. Faculty members report directly to a person who has been designated as the Chairperson of the Department. The Chairperson reports directly to the Dean of the College.

The Deans of all six colleges report to the Vice President/Provost for Academic Affairs. The VP-Provost reports to the President of the University.

The Deans and Associate Deans provide leadership within each of the six Colleges at San Francisco State University:

- Liberal and Creative Arts
- Business
- Graduate Education
- Ethnic Studies
- Health and Social Sciences
- Science and Engineering

Each College consists of departments or program areas defined by areas of expertise. The VP/Provost hires and promotes faculty members with input from department faculty and the College Dean. The hiring, retention, tenure and promotion process within the University is conducted through a multi-tiered process. The Hiring, Retention, Tenure and Promotion (HRTP) Committees in all college departments are comprised of faculty elected by their departments and are responsible for initial personnel interviews when faculty are being considered for hire.
They also review and evaluate tenure-track faculty member performance on their teaching, professional development and growth, and community service. After the HRTP Committee reviews and evaluates the faculty member to be hired or retained, the Department Chairs review and evaluate faculty. The reviews and evaluations are forward to the Dean of the College who interviews faculty to be hired and makes a recommendation to the VP/Provost. The Dean also reviews each tenure-track faculty member and makes a recommendation for retention or promotion to the VP/Provost.

Faculty members who are hired must hold the required degrees and/or credentials needed to teach and supervise teacher candidates and educational services candidates enrolled in the programs.

Faculty members report to the elected Chair of a college department and ultimately to the College Dean. If a department offers several credentials, then Program Coordinators are appointed that also report to the Chair. If the department offers a credential through the College of Extended Learning (CEL), a Project Director employed by SF State reports to the Department Chair. The Chair reports to the Dean of his/her college.

Credential program needs are discussed at meetings held twice a month between the Dean and Department Chairs, at individual budget meetings, and on as-as-needed basis.

The Dean must have the approval of the President and the VP/Provost to submit some reports to the CTC, such as Title II, program assessment documents and annual accountability reports.

The Dean of the Graduate College of Education is responsible for developing, in collaboration with the SF State Procurement Officer, memoranda of understanding with all school districts that provide classrooms or clinical placements for candidates seeking a multiple subject, single subject or educational specialist credential. See sample Student Teaching Agreement.

Upon completion of the credential program, departments refer candidates to the Credential and Graduate Services Center (CGSC), which is housed in the Graduate College of Education. The CGSC staff provides information and recommends candidates who have completed all requirements to the CTC for a credential. Staff in the CGSC report to the Associate Dean for Academic Affairs in the Graduate College of Education.

An indirect reporting relationship occurs between the Graduate College of Education and the three Pupil Personnel Services (PPS) Credential Programs and the Added Authorization in Adapted Physical Education in other Colleges:

- School Psychology - College of Science and Engineering [http://psychology.sfsu.edu/graduate/pps_credential.html]
- School Counseling - College of Health and Social Services [http://counseling.sfsu.edu/content/master-science-counseling]
- School Social Work - College of Health and Social Services [http://socwork.sfsu.edu/PPSC]
• Added Authorization in Adapted Physical Education - College of Health and Social Services http://kin.sfsu.edu/content/bachelor-science-physical-education

The PPS and AA APE coordinators report to their Department Chairs; the Department Chairs report to the Deans of their respective Colleges.

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

Program Response: San Francisco State University makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. This includes decisions regarding the admission, retention, and graduation of students, and decisions regarding the employment, retention, and promotion of employees.

Copies of SF State’s official action pledging adherence to affirmative actions principles and compliance with non-discriminating laws and practices can be found at the following links:

• Faculty Recruitment and Hiring Handbook: http://facaffairs.sfsu.edu/recruitment-hiring

• Affirmative Action Policy Statement, Academic Senate Policy #S99-124: http://senate.sfsu.edu/content/academic-affirmative-action-policy-statement


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

Program Response: Since this is not a request for initial accreditation, no detailed information is presented in this section. San Francisco State University, and, in particular, the Graduate College of Education, continues to be fully committed to fulfilling all of the applicable standards of program quality and effectiveness that have been adopted by the Commission. The program documents prepared by our faculty attest to this. The institution will continue to cooperate fully, as it has in the past, with required program assessment, focused reviews, and requests for data.
(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.

**Additional Information:** Agreement to update all contact information is provided by the Interim Dean of the Graduate College of Education and updated information is current on the CTC website.

**Program Response:** San Francisco State University, and, in particular, the Graduate College of Education, has consistently responded to all requests by the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. This institution is fully committed to continue to meet all data requests.

Ultimate responsibility for data requests from the Commission resides with the Dean of the Graduate College of Education and the Associate Dean for Academic Affairs.

A faculty member with assigned time manages the comprehensive evaluation system that is used to collect data on signature assignments in all credential courses across the three colleges that offer credentials (see http://coe.sfsu.edu/ncate/reports). The data from each course is reported statistically to the Dean and Associate Dean for reporting to the CTC. The statistical data on student performance on signature assignments and other data is further provided to Department Chairs and used to evaluate Department and Program effectiveness.

Accreditation and credential reporting data and narrative reports are completed by the Associate Dean and full-time staff member, the Accreditation Analyst. This GCOE Accreditation Team works with university Enrollment Management Technology, Academic Institutional Research, and the Credential and Graduate Services units to gather and to report enrollment and graduation information for completion of the Title II and ERST reports required by federal and state governments. That data includes program enrollments, program completers, and CSET and CBEST examination results, gender, ethnicity, and other kinds of data. The GCOE Accreditation Team has worked closely with University data managers in the process of redesigning the credential reporting system to operate within the PeopleSoft system required by the Chancellor’s Office since spring 2014.

(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.

**Program Response:** Department Chairs and responsible faculty coordinators complete Reports of credential status and compliance to standards. Review and verification are provided by the Associate Dean and Dean of the GCOE prior to submission to the CTC. **Assurance signed by the Dean is provided.**

(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.

Program Response: The grievance process for credential candidates follows established process for all SF State students, established by the Academic Senate. This policy is available on the Academic Senate website at: http://senate.sfsu.edu/content/student-grievance-procedures.

(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).

Program Response: Faculty members in the Graduate College of Education who teach credential courses actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Each faculty member who teaches credential courses in the GCOE is routinely assigned supervision responsibilities for candidates who are completing school-based student teaching or internships and in this role, conducts multiple on-site classroom visits in a three-year period. See listing of current faculty activities in schools, both full-time and part-time.

(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.

Program Response: The GCOE website and related Department websites provide current information for current and prospective candidates. (see: http://gcoe.sfsu.edu/dcp).

(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.

Program Response: Candidates’ and graduates’ records are kept in locked files in the Credential and Graduate Services Center. Upon request, candidates and graduates may view and obtain copies of all records kept on file.

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

Program Response: All candidates’ and graduates’ paper and digital records are stored
securely in the Credential and Graduate Services Center, located in Burk Hall 244.

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

Program Response: Candidates’ and graduates’ records are stored electronically in encrypted files, as required by CSU security procedures. Paper files are also kept in locked files in the Credential and Graduate Services Center, also in compliance with CSU security procedures. (see: http://tech.sfsu.edu/guides/information-security-program).

(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.

Program Response: Outside organizations contracted to provide tools for summative assessment for candidates who complete the Multiple and Single Subject Credentials include EdTPA and Task Stream. This information is disclosed to students on the program website at: http://secondaryed.sfsu.edu/edtpa.

B. General Education (Multiple and Single Subject) Programs: Preliminary Multiple and Single Subject

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

Program Response:

Multiple Subject: Applicants to the Multiple Subject Credential (MSC) program have the option of selecting a one-calendar year program or a three-semester program. In both program options, candidates complete professional preparation as defined by the following: (1) field experiences and full-time student teaching in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary schools; and (3) courses in which candidates study concepts, information and/or principles that are foundational for effective school practices. See http://coe.sfsu.edu/eed.

Single Subject: Applicants to the Single Subject Credential Program have two options:

(1) two-semester (Fall start only) full time program of 18 units per semester for a total of 36 units.

(2) three-semester (Spring start) program for a total of 36 units. Please see the following link: http://secondaryed.sfsu.edu/.

(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).

Program Response:

Multiple Subject: Candidates in the one-calendar year program begin student teaching in the elementary classroom in the fall, their first semester under the supervision of an experienced university supervisor. They are enrolled in 15 units during the fall semester. Candidates in the three-semester program begin student teaching in the first semester of the three-semester program. These field experiences are present throughout the program and culminate in full time student teaching in the last semester of each program option. See http://gcoe.sfsu.edu/eed.

Single Subject: Applicants to the single subject credential program begin student teaching at the start of the two-semester (Fall start), or three-semester (Spring start) credential program. Candidates are interviewed during the months of April/May of the previous academic year (Fall start), or October/November during fall semester (Spring start), about their preferences for placement in order to begin their field-experience for the start of the fall semester, or the spring semester when their assigned public school begins. Field experience is present in all semesters of the program. See http://secondaryed.sfsu.edu/.

(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.

Program Response:

Multiple Subject: During spring 2017, the Department of Elementary Education made a major revision to the MSC Program by removing a credential course, EED 749: Second Language Acquisition, which addresses language and literacy development for the English Learner (EL). Our reason is that we have fully integrated throughout the entire MSC instructional theories and instructional approaches on teaching bilingual/ELL learners. Throughout the courses candidates are taught how to observe, assess and scaffold by differentiated instruction the academic and social progress of bilingual/ELL students. We embarked on a major five-year research study English Language & Literacy Integration in Subject Areas (funded by the U.S. Dept. of Ed) that involved non-bilingual faculty in professional development to prepare our candidates to teach how to access content for bilingual/ELL students. All courses in the program integrate the needs of ELs within the context of class discussions, readings, activities, and field assignments. In the methods course, EED 782: Teaching Reading and Language Arts K-3, candidates learn the relationship between primary language and second language literacy and contrastive analysis. They learn about the components of a Comprehensive Early Literacy Program, which includes aligning the English Language Development (ELD) standards and the English Language Arts: Standards for English Learners. In EED 737: Social Studies, Social Justice and Literacy (3-6), candidates continue to demonstrate a balanced approach to literacy, with a focus on ELs and
struggling students in the area of strategic literacy. Throughout the program’s four methods courses (literacy, mathematics, science and social studies), candidates must include accommodations for ELs in all lesson planning. They must report the number of ELs and address their needs when completing the Content Area Tasks (literacy, social studies, & science) to meet the requirements for passing the Teaching Performance Assessment (edTPA).

In completing the edTPA teaching event (TE) in mathematics, candidates must report ELs’ CELDT scores and address their language development in the Context for Learning (Task 1 of the TE). Candidates must use CELDT scores and their ELs’ language needs throughout the TE to address their ELs’ growth in academic language. These efforts are assessed by rubrics in the TE: See Rubric 11: How does the candidate identify the language demands of learning tasks and assessments relative to the students’ current levels of academic language proficiency? And How do the candidate’s planning, instruction, and assessment support academic language development?

Single Subject: Candidates in the single subject credential program take specialized courses in SED 790: Second Language Development and SED 720: Literacy Across Content Areas in addition to the subject-specific methods courses. Academic language for English learners is addressed in both courses and in the specialized courses. The specialized methods courses and other credential courses supplement instruction and provide activities to augment the candidate’s learning; teaching academic language development for English Learners is a responsibility taken on by all credential program faculty and embedded in coursework throughout the program. It is also tested in edTPA that all single subject candidates must pass before earning a credential.

(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).

Program Response:

Multiple Subject:
Undergraduates may enroll in a multiple-subject professional preparation course with the consent of the instructor. However, applicants to the full multiple subject credential program are required to have earned a bachelor’s degree or an advanced degree. Please see Elementary Education Program Application.

The Multiple Subject program suspended its undergraduate Liberal Studies Integrated Teacher Education (LSITE) program in spring 2010. The decision to terminate came from the Provost’s Office, which was the funding source for the LSITE program, fall 1999 to spring 2010. Beginning 2017 the GCOE was awarded a CTC planning grant, Integrated BA + MSC, Bilingual Authorization to begin planning (2017-spring 2018) an undergraduate integrated BA and Multiple Subject Credential, and Bilingual Authorization which will provide a four-year guided program. Implementation will begin fall 2018.

Single Subject:
Undergraduates may enroll in a single-subject professional preparation course with the consent of the instructor. However, applicants to the full single subject credential program are required to
have earned a bachelor’s degree or an advanced degree. Please see [http://secondaryed.sfsu.edu/](http://secondaryed.sfsu.edu/).

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

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

**Program Response:**

**Multiple Subject:**
For the one-calendar year program, the Multiple Subject program requires that candidates pass all three sections of the CSET: Multiple Subject Examination to be admitted to the teacher preparation program. Candidates must provide a hard copy of their score results with their application and documents that show they meet all other program requirements. If the candidate is not submitting evidence of passage of California Basic Education Skills Test (CBEST) or another “Test of Basic Skills”, then the candidate must also include the “Writing section” of the CSET as well ([Elementary Education Program Application](http://secondaryed.sfsu.edu/), p. 2).

For the three-semester program, the MSC program expects candidates to pass the CSET: Multiple Subject (MS) Examination at the time they apply to the program. As in the one-calendar year program, candidates must provide a hard copy of their score results with their application and all other program requirements. In the event that a candidate has not passed all three sections of the CSET: MS Exam, the candidate must provide evidence of having attempted a section or sections of the CSET: MS Exam and evidence of registration for the next scheduled examination. They will be conditionally admitted if they meet all other prerequisites.

With the assistance of the Admissions Coordinator, housed in the Graduate College of Education’s Credential and Graduate Services Center, the chair of the department ensures that candidates admitted without full passage of the CSET provide evidence of continuous progress toward meeting the subject matter requirement. Similar to the one-calendar year program, if the candidate does not submit evidence of passage of CBEST (or another “Test of Basic Skills”), then the candidate must also include the “Writing section” of the CSET as well. The Department Chair and the Admissions Coordinator verify the evidence.

**Single Subject:**
Secondary education faculty review all applications for admission to the program. To be admitted, candidates must be eligible for student teaching, which requires 100% subject matter competency. Applicants who meet all other requirements but are not 100% subject-matter competent may take classes towards the preliminary credential while meeting completing subject matter, as detailed below.

The program admits applicants who provide evidence of having met 100% subject matter competency by one of the following: 1) having passed the appropriate CSET subject matter examination or 2) having completed a Commission-approved appropriate subject-matter preparation program. The Admissions Coordinator in the Credential and Graduate Services Center verifies the evidence.

Applicants who meet all other requirements and can show evidence of having attempted or registered for the next scheduled subject-matter examination are interviewed for admission and may be conditionally or exceptionally admitted and allowed to take courses (excepting student teaching and related seminars) pending a passing result on the test.

Applicants who show evidence of continuous progress towards meeting subject competency, such as being enrolled in a bachelor’s degree program, may take classes towards the preliminary credential while completing subject competency.

According to EO 1077, the department chair may admit up to 10% of candidates who have not yet met subject matter competence if they have other strengths, but candidates may not enter student teaching until they have completed the subject matter competency requirement.

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

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

Program Response:

Multiple Subject:
The department chair monitors the passage of the subject matter requirement (CSET: MS Exam) so that no candidate enters full time student teaching before the program has evidence of the candidate’s full passage of the CSET: MS Exam. Before being placed in a classroom as the teacher of record and earning an internship credential, candidates must submit evidence of their full passage of the CSET: MS Exam at the
time they apply for the internship credential. See Elementary Education Program Application.

Single Subject:
For regular and internship programs, the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program.

All single subject credential candidates meet subject matter competency by passing the appropriate CSET examination or through subject matter waiver prior to starting the credential program. See http://secondaryed.sfsu.edu/admissions.

Only candidates who have completed 100% subject matter competency are eligible for student teaching. The program admits applicants who can provide a copy of California Subject Examination for Teachers (CSET) results showing they have passed the appropriate subject matter examination test. Or, candidates may provide a formed signed by an approved subject area credential adviser. A list of advisers is available in the Credential and Graduate Services Center, Burk Hall 244, and in this subject matter competency advisor handout available on the GCOE website: Subject Matter Advisors

SFSU offers credentials in the following subject areas: Art, Music, English, Physical Education, World Languages, Science, Mathematics, and Social Science.

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

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Program Response:

Multiple Subject:
Prior to recommending a candidate for the multiple subject credential, a credential analyst verifies that the following requirements, among others, have been met:

- Possession of a baccalaureate or higher degree from a regionally accredited university
- Passage of the CBEST or other Test of Basic Skills
- Completion of all required coursework in the Multiple Subject program with a 3.0 overall GPA and no course lower than a C+
- Completion of the subject matter requirement (i.e., the CSET: MS Examination)
• Demonstration of knowledge of the principles and provisions of the Constitution of the United States
• Passage of the ed-Teaching Performance Assessment (edTPA in mathematics)
• Passage of the Reading Instruction Competence Assessment (RICA)
• Passing an approved Instructional Technology course or the CSET in Preliminary Educational Technology

Single Subject:

• Possession of a baccalaureate or higher degree from a regionally accredited university
• Passage of the CBEST or other Test of Basic Skills
• Completion of all required coursework in the Single Subject credential program with a 3.0 overall GPA and no course lower than a B-.
• Completion of the subject matter requirement (i.e., the CSET or an approved subject matter waiver program.)
• Demonstration of knowledge of the principles and provisions of the Constitution of the United States
• Passage of edTPA
• Passage of an approved Instructional Technology course or the CSET in Preliminary Educational Technology

C. Preconditions for Internship Programs

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

Program Response:

To be admitted to the internship programs in the multiple, single and special education programs, a candidate must provide, for the department application and for the graduate school application, sealed transcripts from a regionally accredited institution of higher learning that show completion of a baccalaureate degree. The graduate school verifies candidates’ degrees.

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

Program Response:

All internship programs (multiple, single and education specialist) require that applicants to demonstrate subject matter proficiency at the time of admission.

Multiple subject intern applicants must pass the CSETs: Multiple Subject.
Single subject applicants must pass the subject-matter competency CSET or have a subject-matter waiver in a subject in which the single subject program offers a credential.

Special education internships are offered for the four Education Specialist Credentials offered by the Department: Mild-Moderate Disabilities, Moderate-Severe Disabilities, Early Childhood Special Education, & Visual Impairments. These requirements include intern candidates, and, as such, ensure that they have met subject matter prior to their intern teaching assignment (Early Childhood Special Education interns are exempt from subject-matter competency). This requirement is described in the all department applications and the information provided is consistent with the recommendations for Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

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

Program Response:

All students who apply for an intern credential must submit proof of meeting the 120 clock-hour requirement through course work identified on an official transcript. Department Chairs or the Intern Program Coordinator evaluate the transcripts submitted with each intern credential application to determine if this requirement has been met.

This requirement is described by the Multiple and Single Subject intern programs at the following link: http://gcoe.sfsu.edu/dcp/multiple-single-subject-intern-programs. In Special Education, the requirement is documented on an Intern Preservice form that becomes part of the intern applicant's permanent College file.

(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.

Program Response:

All internship programs execute formal Interagency Agreements with each school district in which an intern is employed. These agreements require districts to work out program development plans for each employed intern teacher. These agreements are in effect for three years so that they cover the maximum number of years an intern can serve under their intern credential. Upon expiration of these Interagency Agreement, they are updated and re-executed, if the district still is employing interns attending San Francisco State University.

(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.

Program Response:

Intern supervision is provided by both San Francisco State University and the participating school district, and is governed by the terms of the executed Interagency Agreements. Most university supervision is provided through intern enrollment in existing practicum courses. Some additional supervision is provided in credential programs that have minimal practica. This additional supervision is paid through annual funds provided to San Francisco State University from the participating school district, as specified in the Interagency Agreements. All school districts with which the internship programs have Interagency Agreements provide annual funds to the university to support interns. Funding to the university is provided by school districts to supplement university costs for additional instruction and supervision required for Intern Teachers.

As per the Memorandums of Agreement with partner school districts, Intern Teachers receive a minimum of 144 hours of support/mentoring and supervision per school year with District assigned coaches and University assigned Faculty Supervisors. This includes a minimum of two hours of support/mentoring and supervision provided to Intern Teachers every five instructional days. An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners (EL) is provided to each Intern Teacher who enters the university credential program without a valid English learner authorization. The sample Intern Support and Supervision Form from the Department of Special Education demonstrates how this requirement is tracked and met. Similar tracking forms are used in Secondary and Elementary Education for Single Subject and Multiple Subject Intern Teachers.

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, one district support person may advise no more than eight interns. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
Program Response:

None of the districts with whom SF State have Intern Interagency Agreements reduce the pay of intern teachers.

(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.

Program Response:

All interns are admitted to and regularly enroll in courses related to the credential area that correlates with their school district teaching position. If an intern has a district teaching position in Visual Impairments, for example, then that intern needs to be admitted to and enrolled in the Department of Special Education’s Preliminary Education Specialist Credential program in Visual Impairments. Interns assume the full responsibility of their district assigned teaching position, as they would if they held a Preliminary credential. Department chairs and/or intern coordinators verify eligibility of all intern applicants with their respective employing school districts.

(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.

Program Response:

Special Education, Multiple Subject and Single Subject Intern Agreements:
Listed below are the schools, school districts and county offices of education with whom the GCOE has Intern Interagency Agreements in effect as of the date of this document with the intern credential restriction identified for each participating district.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>INTERN CREDENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antioch School District</td>
<td>Multiple Subjects, Secondary</td>
</tr>
<tr>
<td>CA State School for the Blind</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Cupertino Union SD</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Emery Unified School District</td>
<td>Multiple Subjects, Secondary</td>
</tr>
<tr>
<td>ENVISION Schools</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Fairfield Suisun USD</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Fresno County Office of Education</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Jefferson Elementary School District</td>
<td>Multiple Subjects, Secondary</td>
</tr>
<tr>
<td>Kipp Bay Area School</td>
<td>Multiple Subjects, Secondary</td>
</tr>
<tr>
<td>Leadership High School</td>
<td>Multiple Subjects, Secondary</td>
</tr>
<tr>
<td>Livermore Valley USD</td>
<td>Education Specialist</td>
</tr>
</tbody>
</table>

21
<table>
<thead>
<tr>
<th>Organization</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madera COE</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Manzanita Charter Middle School</td>
<td>Multiple Subjects, Secondary</td>
</tr>
<tr>
<td>Marin COE</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Martinez USD</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Mendocino COE</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Millbrae School District</td>
<td>Secondary</td>
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<tr>
<td>Mission Graduates AfterSchool Program - Leonard R. Flynn Elementary</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Monterey COE</td>
<td>Education Specialist</td>
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<tr>
<td>Mount Diablo USD</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Napa Valley USD</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Oakland USD</td>
<td>Education Specialist, Multiple Subjects, Secondary</td>
</tr>
<tr>
<td>Pacifica School District</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Palo Alto USD</td>
<td>Education Specialist</td>
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<tr>
<td>Placer COE</td>
<td>Education Specialist</td>
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<tr>
<td>Redwood City USD</td>
<td>Education Specialist</td>
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<tr>
<td>RISE INSTITUTE</td>
<td>Education Specialist</td>
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<tr>
<td>REALM Charter School</td>
<td>Education Specialist</td>
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<tr>
<td>Ross Valley School District</td>
<td>Multiple Subjects, Secondary</td>
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<tr>
<td>San Benito COE</td>
<td>Education Specialist</td>
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<tr>
<td>San Diego COE</td>
<td>Education Specialist</td>
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<tr>
<td>San Francisco USD</td>
<td>Education Specialist, Multiple Subjects, Secondary</td>
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<tr>
<td>San Leandro USD</td>
<td>Education Specialist</td>
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<tr>
<td>San Lorenzo USD</td>
<td>Education Specialist</td>
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<tr>
<td>San Ramon Valley USD</td>
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<tr>
<td>Santa Clara Office of Education</td>
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<td>Seneca Center</td>
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<td>Sequoia UHSD</td>
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<tr>
<td>Sonoma County of Ed.</td>
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<tr>
<td>Spectrum Centers</td>
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<tr>
<td>SSFUSD</td>
<td>Education Specialist</td>
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<tr>
<td>Stanislaus COE</td>
<td>Education Specialist</td>
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<tr>
<td>Twin Rivers Unified School District</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>West Contra Costa USD</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Willow Creek Academy</td>
<td>Multiple Subjects, Secondary</td>
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<tr>
<td>Yolo COE</td>
<td>Education Specialist</td>
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</tbody>
</table>

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

Program Response:

Multiple and Single Subject intern programs offer an Early Completion Option that meets all the criteria in this precondition: a) Candidates must pass the Foundations of Teaching test that verifies knowledge of teaching; b) Candidates must pass the Teaching Performance Assessment on the first attempt; c) Multiple subject interns must pass the RICA exam; and 4) candidates in both programs must perform the appropriate dispositions for a teacher as evidenced by a face-to-face interview and letters of reference.

Special Education: Does not apply to an Education Specialist intern program.

(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).

Program Response:

Interns are advised routinely to enroll on a continuous basis, including summer terms, in order to complete their Preliminary Credentials within their two-year intern credential award dates. Applications to CTC for a third year (i.e., one year extension) are supported if the interns have
made sufficient and consistent progress and needs additional time to complete their Preliminary Credential due to the normal interaction between the number of CTC-approved courses for a particular program area and the need to attend on a part-time basis due to daily district teaching responsibilities: [http://gcoe.sfsu.edu/current-students/credential-forms](http://gcoe.sfsu.edu/current-students/credential-forms).

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

**Program Response:**

All participating school districts certify that interns do not displace certificated employees in their executed [Interagency Agreements](http://gcoe.sfsu.edu/current-students/credential-forms).

(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.

**Program Response:**

**Multiple and Single Subject:** School districts with whom our programs have interagency agreements need to hire employees that are enrolled in a credential program.

**Special Education:**
Because the Department of Special Education operates the only Education Specialist Program in Visual Impairments in Northern and Central California and one of the only Early Childhood Special Education Programs in Northern California, Intern Interagency Agreements are in place with a large number of school districts. These districts are listed in the table provided above, under Precondition 7. It is our contention that the existence of a signed multi-year Intern Interagency Agreement with each of these districts is sufficient proof of the need for continuing the Department's intern program.

(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).

**Program Response:**

**Multiple Subject**: All bilingual candidates in the MSC Program are required to enroll in EED 713: Spanish Heritage Language and Pedagogy or EED 711: Chinese Heritage Language and Pedagogy. These courses are taken in lieu of the CSET LOTE III. Candidates admitted to the
Bilingual Added Authorization program must have passed the language proficiency test in Spanish, Cantonese or Mandarin.

Single Subject: No bilingual program is available.

Special Education: This option does not exist for education specialist candidates since the Special Education Department operates an Intern Program for candidates pursuing a Preliminary Education Specialist Credential and does not apply with interns employed in bilingual classrooms. The department verifies upon application that the prospective intern does meet the 120 hour requirement which includes pre-service training with English Language Learners, and all interns are required to take several credential courses that focus on English Language Learners while completing their Preliminary Credentials.

D. Preconditions for Education Specialist Programs: Preliminary Education Specialist

(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.

Program Response:

The Department of Special Education places special importance on training teachers in the knowledge of alternative methods of developing English language skills. Alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language are covered extensively in two courses required for all Education Specialist Credentials, E ED 882, Literacy Instruction in K-12 Classrooms and SPED 801, Development, Diversity, and ELL: Special Education.

(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.
Program Response:

The Department of Special Education requires all applicants to meet criterion 1 or criterion 4, listed above in the citation of the Precondition Standard 12 at the time of admission for the three Education Specialist Credentials offered by the Department which require subject matter competency (i.e., Mild-Moderate Disabilities, Moderate-Severe Disabilities, and Visual Impairments). This requirement is described in detail in the General Information section of the Special Education Department application

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

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

1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or

2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or

3. 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.

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

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

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

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

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

Program Response:

As stated above under Precondition 2, the Department of Special Education requires all applicants to demonstrate subject matter proficiency at the time of admission for the three Education Specialist Credentials offered by the Department which require subject matter competency (i.e., Mild-Moderate Disabilities, Moderate-Severe Disabilities, & Visual Impairments). This requirement includes intern candidates, and, as such, ensures that they have met subject matter prior to their intern teaching assignment. All four options listed in the above referenced citation of the standard are acceptable. This requirement is described in the General Information section of the Special Education Department application, and the information provided is consistent with the recommendations for Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

(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).]

Program Response:

Completion of requirements 1 (baccalaureate or higher degree), 2 (Basic Skills) and 4 (subject matter competency), listed in the above precondition must be met by applicants upon admission to all Education Specialist Credentials with the exception of applicants to the Early Childhood Special Education Credential for whom subject matter is not required. These admission requirements are listed in the SPED Department application.

Completion of requirement 3 (program completion) is documented by the candidates’ faculty advisor who is required to complete a Credential Approved Program form with each candidate prior to applying for award of their credential.
The Graduate College of Education Credential Analysts document completion of requirements 5 (U.S. Constitution) and 6 (RICA) at the time a candidate applies for award of a credential. Information related to these two requirements and many other credential requirements are listed at the following Credential Office website: http://gcoe.sfsu.edu/current-students/credential-forms.

**E. Preconditions for Education Specialist Programs: 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.

**Program Response:**

The Department of Special Education has been approved by COA-CTC to offer three Added Authorizations: Autism Spectrum Disorders, Early Childhood Special Education, and Orthopedic Impairments. The Department application clearly indicates that all applicants must submit proof of a Preliminary Education Specialist Credential with their SPED Department application. Prior to forwarding an application to department faculty for review, the Graduate College of Education Admissions Office completes a checklist of requirements for each applicant in the CS system (SFSU’s current electronic enrollment management system). The checklists for the three Added Authorizations includes a Preliminary Education Specialist Credential. Applicants who do not submit proof for this requirement are contacted by the Admission Office to reconcile the discrepancy. Application materials are returned to any applicant who does not have a Preliminary Education Specialist Credential.

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

**Program Response:**

Faculty in the Department of Special Education routinely advise candidates who are pursuing Professional Clear Education Specialist Credentials to consider completing one or more of the Department’s approved Added Authorizations if they are applicable to the candidates’ current teaching position or future teaching goals.

**Early Childhood Special Education Added Authorization**

Institutions must respond to the Preconditions for All Added Authorization Programs in addition to the below precondition.

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

Program Response:

As stated above, the Department application clearly indicates that all applicants must submit proof of a Preliminary Education Specialist Credential with their Department application. Prior to forwarding an application to department faculty for review, the Graduate College of Education Admissions Office completes a checklist of requirements for each applicant in CS system. The checklist for the Early Childhood Special Education Added Authorization specifically requires either a Mild-Moderate or Moderate-Severe Preliminary Education Specialist Credential at the time of admission. Applicants who do not submit proof for this requirement are contacted by the Admission Office to reconcile the discrepancy. Application materials are returned to any applicant who does not have a Preliminary Education Specialist Credential in one of these two areas.

Adapted Physical Education Added Authorization

Institutions must respond to the Preconditions for All Added Authorization Programs in addition to the below preconditions.

(1) 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.

Program Response:

Candidates applying for the Added Authorization in Adapted Physical Education who hold a teaching credential in Single Subject Physical Education must present proof of a teaching credential in their application for APE to the Program Coordinator. Candidates who hold a teaching credential in Multiple Subject, Special Education Specialist or a teaching credential that has a comparable authorization as the three listed here and must demonstrate proof of fulfilling all pre-requisites as in these other credentials and subject-matter competency in physical education.

(2) 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.

Program Response:

Candidates for the Adapted Physical Education Added Authorization Program must present proof, through transcripts, of successfully completing course work required for the Adapted Physical Education Added Authorization. A faculty member in the Department of Kinesiology reviews transcripts when candidates apply for admission. In applying for the credential, the
Graduate College of Education Credential Analysts analyze transcripts to make sure that candidates’ have taken these courses. In addition, candidates must present the Teaching Competencies Evaluation Form from KIN 630 – Internship In Adapted Physical Education signed by the field experience supervisor and KIN 630 faculty.

F. Preconditions for Clear Education Specialist Programs

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

Program Response:

The SPED Department application clearly indicates that all applicants for the Clear Education Specialist Credential must submit proof of a Preliminary Education Specialist Credential with their application for a Clear Education Specialist Credential. Prior to forwarding an application to department faculty for review, the Graduate College of Education Credential and Graduate Services Center completes a checklist of requirements for each applicant in the CS. The checklist for the Clear Education Specialist Credential includes a Preliminary Education Specialist Credential. Applicants who do not submit proof for this requirement are contacted by the Admission Office to reconcile the discrepancy. Application materials are returned to any applicant who does not have a Preliminary Education Specialist Credential.

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

Program Response:

The Department of Special Education's approved COA-CTC Clear Education Specialist Credential requires that all beginning candidates enroll in SPED 740, Induction Plan Education Specialist. The first assignment in SPED 740 involves developing an Individual Induction Plan (IIP).

Employer involvement in IPPs is dictated by the terms of our Clear Education Specialist Induction Interagency Agreements.

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

Program Response:

The Department of Special Education's approved COA-CTC Clear Education Specialist
Credential requires that all participating school districts sign Clear Education Specialist Induction Interagency Agreements which specify that each Clear Education Specialist candidate’s teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience.

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

Program Response:

The Department of Special Education’s approved COA-CTC Clear Education Specialist Credential requires that all participating school districts sign Clear Education Specialist Induction Interagency Agreements that specify that the assignment of a support provider for each beginning teacher occurs within the first 30 days in the induction program.

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

Program Response:

The Department of Special Education’s approved COA-CTC Clear Education Specialist Credential requires that all beginning candidates enroll in SPED 740, Induction Plan Education Specialist. The first assignment in SPED 740 involves developing an Individual Induction Plan (IIP). This assignment is reviewed at the first class session at the start of the term and is completed by the third week in the semester, well within the 60-day timeframe specified by the standard.

(6) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

Program Response:

It is the policy of the Department of Special Education that all candidates admitted are employed in a special education position or has access to students with disabilities in a classroom setting. As stated above, the Department application clearly indicates that all applicants must submit proof of employment as a teacher documented on their resume along with their application. Applicants who are not employed in a Special Education teaching position may petition the Department Chair for admission consideration. Admission is possible in such cases, if the candidate has an appropriate placement and access to students with disabilities in a classroom setting.
G. 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.

Program Response:

The Communicative Disorders Program within the Department of Special Education offers the Master of Science degree in Speech-Language Pathology and is accredited by the American Speech-Language-Hearing Association’s Council on Academic Accreditation.

Clear Speech-Language Pathology

(1) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:

(a) The Candidate has a Preliminary Speech-Language Pathology Services Credential.
(b) The Candidate has achieved a passing score, as determined by the American Speech-Language-Hearing-Language Association’s certification requirements on the Educational Testing Services’ national teachers’ Praxis series written test in speech-language pathology or a successor exam.
(c) The Candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

Program Response:

The Communicative Disorders Program within the Department of Special Education requires documentation of all four criteria listed above when the candidate submits an application for award of their credential. This documentation is first reviewed by the candidate’s faculty advisor, and then reviewed by the Graduate College of Education Credential Analyst.

H. Preconditions for Administrative Credentials: Preliminary Administrative Services (Adopted February 2014)

(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)

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

Program Response:

The Equity Leadership Studies and Instructional Technologies (ELSIT) Student Handbook available on the Department website clearly indicates prerequisites for Administrative Services Credential students as follows:

The candidate 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.

The internship program is available to applicants who are offered administrative positions and need the Administrative Internship Credential. Entry into this program requires a request from the district office to the chair of the Department of Equity, Leadership Studies, and Instructional Technologies. Intern candidates must meet the criteria for the preliminary administrative services program as stated above prior to assuming internship administrative responsibilities: Handbook available on the Department website.

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

Program Response:

The Equity Leadership Studies and Instructional Technologies (ELSIT) Student Handbook available on the Department website clearly indicates prerequisites for Administrative Services Credential students as follows (the candidate must provide verification of satisfy the Basic Skills through one of the following):

- California Basic Educational Skills Test (CBEST)
- CSET Multiple Subjects Test plus Writing Skills Test
- A Commission-approved out-of-state basic skills exam
- CSU Early Assessment Program (EAP) or the CSU Placement

The internship program is available to applicants who are offered administrative positions and need the Administrative Internship Credential. Entry into this program requires a request from the district office to the chair of the Department of Equity, Leadership Studies, and Instructional Technologies. Intern candidates must meet the criteria for the preliminary administrative services program as stated above prior to assuming internship administrative responsibilities: Handbook available on the Department website.

(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)

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

Program Response:

The Equity Leadership Studies and Instructional Technologies (ELSIT) Student Handbook available on the Department website clearly indicates prerequisites for Administrative Services
Credential students as follows (the candidate must provide verification of satisfying Basic Skills through one of the following):

Professional Experience

a. Five years of successful, full-time or part-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).

The internship program is available to applicants who are offered administrative positions and need the Administrative Internship Credential. Entry into this program requires a request from the district office to the chair of the Department of Equity, Leadership Studies, and Instructional Technologies. Intern candidates must meet the criteria for the preliminary administrative services program as stated above prior to assuming internship administrative responsibilities: Handbook available on the Department website.

(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)

Advisor verification of the Report of Completion Form occurs before she/he signs a student’s Report of Completion Form or the Credential Approved Program (CAP) through a review of the candidate’s transcript for courses taken at SFSU before signing either of these forms. These forms are available online.

(5) Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position. Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)

Program Response:

The Credential and Graduate Service Center Staff review and collect the candidates Application for Award of Credential, Copy of proof of passage of the Basic Skills Requirement, Copy of
Valid Clear California teaching credential (or Designated Subjects teaching credential, or services credential in PPS, Health Services, Library Media Teacher Services or CRS requiring a baccalaureate degree), Advisor signed Credential Approved Program (CAP) Form, Transcripts, and Verification of Experience (5 years of successful full time experience in public or private schools of equivalent status). Only after all of this has taken place is a candidate recommended for the CTC Certificate of Eligibility or Preliminary Administrative Services Credential. The actual credential is only recommended once verification for offer has occurred.

I. Pupil Personnel Services Credentials

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

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

Program Response:

Prior to admission to the PPS in School Counseling (PPS_SC) program, each candidate must meet university and program requirements. The PPS_SC Program gives primary emphasis to helping public school pupils achieve academic success by emphasizing the importance of three main domains: academic advising, personal-social development, and career education. This is accomplished through several courses, including COUN 705/706 (Practicum and Internship/Counseling Process), COUN 736 (Advanced Counseling Process), COUN 716 (Professional Seminar I – Structural Elements in School Counseling), COUN 717 (Professional Seminar II – Functional Elements in School Counseling), and COUN 718 (Professional Seminar III - Professional Issues in School Counseling). Persons admitted to the PPS_SC Program must have a minimum of a baccalaureate degree from an accredited college or university.

Prior to admission to the PPS in School Social Work (PPS_SW) program, each candidate must meet university and program requirements. The PPS_SW Program gives primary emphasis to helping public school pupils achieve academic success by emphasizing the importance of social emotional learning. This is accomplished through the specialization-specific course, SW 865 (Social Work Practice in Public School Settings), as well as the following two general courses, SW 830 (Social Casework), and SW 831 (Advanced Case Work). Persons admitted to the PPS_SW Program must have a minimum of a baccalaureate degree from an accredited college or university.

Prior to admission to the PPS in School Psychology (PPS_SP), the program determines that each candidate meets university and program requirements. The PPS_SP Program gives primary emphasis to helping public school pupils achieve academic success. This is accomplished through several courses, including PSY 858 (Conference to Accompany Psychology Internship), PSY 859 (Psychology Internship), PSY 891 (Seminar in Selected
Problems) and PSY 899 (Independent Study). Persons admitted to the PPS_SP Program must have a minimum of a baccalaureate degree from an accredited college or university.

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

Program Response:

Successful completion of the Pupil Personnel Services Credential in School Counseling at San Francisco State University consists of a minimum of 60 semester units. Program requirements for admission to the PPS_SC include a minimum GPA of 3.0 in the last 60 units; paid or volunteer experience working with children; and completion of the GRE General Test, paying particular attention to the Written Analytical Section of the GRE. Applicants meet the Level One Written English Proficiency Requirement by successfully demonstrating writing proficiency with a score of 4.0 or better on the Analytic Writing section of the Graduate Record Examination, which must be taken prior to admission to the program. Applicants who do not meet the minimum 4.0 score are required to take a writing course. The Level Two requirement is satisfied by demonstration of English competency on the culminating experience paper in COUN 892. Before enrolling in classes, students will have met pre-requisite requirements in four areas: developmental lifespan, theories of personality, abnormal psychopathology, and COUN 690. These program requirements for the PPS_SC are stated in the following places:

- The University's online Bulletin
- The Department of Counseling website
- The Student Handbook
- Brochures available online and in the department’s main office

Prior to being recommended for the credential in PPS_SC, the candidate must have successfully completed all course requirements for the master's in counseling degree, which consists of completion of a Commission-approved professional preparation program in school counseling including a practicum with school-aged children (Credential Approved Program form), successful passage of the California Basic Educational Skills Test (CBEST), and verification of the Live Scan fingerprint process (Certificate of Clearance). Recommendations of a candidate for the Pupil Personnel Services Credential in School Counseling are stated in the links provided above.

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

Program Response:

Successful completion of the Pupil Personnel Services Credential in school social work at San Francisco State University consists of a minimum of 60 semester units. Program requirements for admission to the PPS_SW include a GPA of at least 3.0 in an acceptable earned
baccalaureate degree or a minimum undergraduate GPA of 3.0 in the last 60 units; potential for professional practice as demonstrated by previous employment/volunteer experiences; congruence to the School’s mission; and knowledge, experience, and relationship of the applicant to oppressed, underserved individuals, families, groups, and communities. Students in the master of social work degree program meet a Level One, Entry Level Writing Proficiency, through formal writing assignments that are integrated into the structure of classes. Level Two, the Exit Level Writing Proficiency, is completed through the final culminating experience project for the MSW degree, where students choose either a professional practice project or a thesis. PPS students are required to complete two additional courses beyond the master’s in social work degree: SW 865 (Social Work Practice in Public Schools) and SW 760 (Social Work and the Law). Candidates also complete a field internship at a school and their supervisor must hold the PPSC.

Prior to being recommended for the credential in PPS_SW, a candidate must have successfully completed all course requirements for the master’s in social work degree, which consists of completion of a Commission-approved professional preparation program in social work including a practicum with school-aged children supervised by an individual with a PPS credential, successful passage of the California Basic Educational Skills Test (CBEST), and verification of the Live Scan fingerprint process (Certificate of Clearance). Recommendations of a candidate for the Pupil Personnel Services Credential in School Social Work are stated in the following places:

- The Department website
- The University’s online bulletin

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

Program Response:

Successful completion of the Pupil Personnel Services Credential in School Psychology(PP_SP) at San Francisco State University consists of a minimum of 81 semester units (Master of Science degree, plus the PPS School Psychology Designation).

Program requirements for admission to the Master of Science in Psychology: Concentration in School Psychology include potential for graduate level academic work and professional training as assessed by previous academic transcripts; evidence of psychological experience with children and families in institutions such as schools and service-oriented settings; and completion of previous coursework in statistics and research, clinical, motivation, developmental, abnormal psychology, learning, personality, and cross-cultural psychology. The website for the Master of Science in Psychology is found in:

- The University’s online Bulletin
- The Department of Psychology, School Psychology Program
Applicants meet the Level One Written English Proficiency Requirement by successfully demonstrating writing proficiency with a score of 4.0 or better on the Analytic Writing section of the Graduate Record Examination, which must be taken prior to admission to the program. The Level Two requirement is satisfied by demonstration of satisfactory completion of the culminating experience (PSY 896) or master's thesis (PSY 898). Students who have completed the M.S. in psychology with the concentration in school psychology at SF State are eligible for the Pupil Personnel Services Credential in School Psychology (PPS_SP). Completion of an additional 24-unit minimum beyond the master's degree is required for this authorization. These additional courses include: PSY 858 (Conference to Accompany Psychology Internship), PSY 859 (Psychology Internship), PSY 899 (Special Study), and PSY 891 (Seminar in Selected Programs).

To be eligible for the PPS_SP, students must have completed the M.S. in Psychology from SF State with a concentration in School Psychology or a related master's or doctoral degree from a comparable graduate program, completed all equivalent academic courses, successfully completed a school psychology practicum with a minimum of 576 hours of school psychology-related experience in schools supervised by a credentialed school psychologist, and all prerequisites and requirements including the passing of the California Basic Educational Skills Test (CBEST), and verification of the Live Scan fingerprint process (Certificate of Clearance) for admission to the Pupil Personnel Services Credential: School Psychology Designation.

K. Preconditions for Specialist Credentials and Certificates

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

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

Program Response:

Requirements include possession of a valid California teaching credential with English learner authorization, a GPA of 3.0 or higher, a minimum of three years of teaching experience and evidence of ability to pursue graduate level studies (letters of reference and the applicant’s Statement of Purpose). Requirements for the RLLS are stated on the Department of Elementary Education website, in the university’s online bulletin and in brochures that are available in the E ED main office.

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

Program Response:
The Reading & Literacy Leadership Specialist Credential and Reading & Literacy Added Authorization website states the following requirement: “Verification of three years of successful, full-time teaching experience in any grades or subjects, preschool through adult. However, neither student teaching nor internship teaching nor teaching, while holding an emergency credential, will count toward the three years of experience required for the Reading & Literacy Leadership Specialist Credential or Reading & Literacy Added Authorization.

**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.

Program Response:

Candidates seeking Bilingual Authorization in the Multiple Subjects Credential program are recommended for the credential at the same time as they apply for the bilingual teaching authorization.

(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.

Program Response:

Candidates who earn the SB 2042 Multiple Subject preliminary credential are authorized to instruct English learners.

(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.

Program Response:

Candidates in the 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. However, once enrolled in the MSC, Bilingual Authorization Program candidates are required to enroll in EED 713: Spanish Heritage Language and Pedagogy or EED 711: Chinese Heritage Language and Pedagogy. These courses are taken in lieu of the CSET LOTE III.
### III. Matrix of Approved Programs
Offered by San Francisco State University

<table>
<thead>
<tr>
<th>Credential Program</th>
<th>Delivery Model</th>
<th>Location</th>
<th>Current Enrollment 2016-2017</th>
<th>Program Completers 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Single Subject Credential: English, math, science, social studies, art, music,</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>138</td>
<td>143</td>
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<tr>
<td>world languages, and physical education.</td>
<td>Intern</td>
<td>Main Campus</td>
<td>23</td>
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<tr>
<td>Multiple Subject Credential</td>
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<td>Main Campus</td>
<td>129</td>
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<tr>
<td>Intern</td>
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<tr>
<td>Bilingual Authorization</td>
<td>Traditional</td>
<td>Main Campus</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Reading and Literacy Authorization &amp; Leadership Specialist Credential</td>
<td>Traditional</td>
<td>Main Campus</td>
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<tr>
<td><strong>SPECIAL EDUCATION</strong></td>
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<tr>
<td>Ed. Specialist: Mild/Moderate (M/M)</td>
<td>Traditional</td>
<td>Main Campus</td>
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<tr>
<td>Intern</td>
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<tr>
<td>Ed. Specialist: Moderate/Severe (M/S)</td>
<td>Traditional</td>
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<tr>
<td>Intern</td>
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<tr>
<td>Ed. Specialist: Early Childhood (ECSE)</td>
<td>Traditional</td>
<td>Main Campus</td>
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<tr>
<td>Intern</td>
<td>Main Campus</td>
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<tr>
<td>Ed. Specialist: Visual Impairment (VI)</td>
<td>Traditional</td>
<td>Main Campus</td>
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<tr>
<td>Intern</td>
<td>Main Campus</td>
<td>28</td>
<td>19</td>
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<tr>
<td>Clinical Rehabilitation: Speech Language Pathology (SLP)</td>
<td>Traditional</td>
<td>Main Campus</td>
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<td>32</td>
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<tr>
<td>Clinical Rehabilitation: Orientation/Mobility (O&amp;M)</td>
<td>Traditional</td>
<td>Main Campus</td>
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<tr>
<td>Education Specialist: Clear Credential</td>
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<tr>
<td>Adapted PE Added Authorization</td>
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<tr>
<td><strong>EDUCATIONAL SERVICES</strong></td>
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<tr>
<td>PPS: School Social Work</td>
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<tr>
<td>PPS: School Psychology</td>
<td>Traditional</td>
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<tr>
<td>PPS: School Counseling</td>
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<td>10</td>
</tr>
<tr>
<td>Administrative Services: Preliminary Credential</td>
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<td>18</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>Satellite</td>
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