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**I Hereby Signify My Approval to Transmit this Documentation to the Commission on Teacher Credentialing:**

  
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3-30-2017  
 \_\_\_\_\_  
 Date

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 Name of Signatory

**Associate Dean**

\_\_\_\_\_  
 Position



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**Kremen School of Education  
and Human Development**

# Preconditions Report

Prepared for the  
California Commission on Teacher Credentialing

By the  
Kremen School of Education and Human Development  
California State University, Fresno

March 31, 2017

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## 2016 Preconditions

### General Institutional Preconditions

#### **General Statement Applicable to all Preconditions for all Educator Preparation Programs**

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

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

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

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

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

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

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

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

Not applicable

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

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

In the event the program closes, a teach out plan, which includes individual transition plans

for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

As an institutional unit, Fresno State adheres to the above commitment for decades since we offered our credential programs as evidenced in the fact that no single student has ever faced the situation of not completing their programs due to program closures. In order to provide written assurance to students, we have already initiated the process of including the above stipulations in our university catalog.

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

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

The Dean of the Kremen School of Education and Human Development, who reports directly to the Provost and Vice President for Academic Affairs, is the chief academic fiscal and administrative officer in the School. In this capacity the Dean is responsible for ongoing oversight of all credential preparation programs offered by California State University, Fresno. The Dean also can serve as director of Teacher Education for the university or, in consultation with the Provost, may appoint an individual to serve in this position as stated in the Teacher Education Governance Policy ([APM225](#)). Fresno State does not have credential programs offered by the Division of Global and Continuing Education.

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

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

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

President, Provost, Director of Teacher Education, Credential Analyst, and program coordinators for all credential programs are Fresno State employees of the university which is the commission approved institution.

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

California State University, Fresno makes all personnel decisions without considering differences or other constitutionally or legally prohibited considerations. These decisions include such areas as admission, retention, or graduation of students, as well as decisions regarding the employment, retention, or promotion of employees. This policy is listed in the Fresno State general catalog under [Policies: Nondiscrimination](#) and the [EEO and Diversity](#) webpage.

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

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

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



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

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

Fresno State has cooperated in the past and intends to continue to commit to positively affirming the veracity of all statements and documentation submitted to the Commission.

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

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

Procedures for Teacher Candidate Remediation/Reassignment/Dismissal are defined in the [student field placement handbook](#). The process has been followed when required. Students are given information of the grievance process and when situations arise students have been guided through this process at the program coordinator level and when unresolved, the associate dean has conducted the final level of review and made recommendation to the Dean, Director of Teacher Education for final decision.

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

All full-time and part-time faculty in the Kremen School who teach a credential course actively participate in a public school and classrooms on a regular basis. Many faculty supervise student teachers. Other activities include participation in site-based

partnerships/residencies, involvement in professional development of site-based educators, work on grants, and serving on boards or other organizations directly involved in public school education. Faculty document this in Faculty Activity Reports and through the retention and promotion process.

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

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

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

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

- (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.

1. Candidates have access to their transcripts and degree progress reports through their PeopleSoft Student Support portal.
2. Candidates and Graduates can request official [transcripts](#) from Admissions and Records.

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

1. Student records are maintained in the Kremen School Credential Program online database.
2. A student paper file is created for each candidate containing verification of admission requirements, documentation regarding program progress, field placement evaluations and credential applications housed in the Education Building.

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

1. Student electronic records are maintained in PeopleSoft, a secure online data warehouse.
2. Student files are kept in the credential admission analyst's office which is locked and not accessible to the public in the Education Building.
3. Completed or inactive files are maintained in archives located in the Center for Advising and Student Services in the Education Building.

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

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

## **Educator Preparation Program Specific Preconditions Preliminary Programs**

### ***Preliminary Multiple Subject Credential Program***

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

The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. [Reference: Education Code Section 44259 \(a\) and \(b\) \(3\).](#)

The [Multiple Subject Credential Program](#) consists of 38 units in three phases which can be completed in less than two years. The program can be completed in one year of full-time study when one semester is completed during the summer.

The Multiple Subject Credential Program with the [Bilingual Authorization Program](#) requires an additional 6 units of professional preparation coursework during the credential program.

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

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

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

Each course in the Multiple Subject Credential Program has been designed to prepare the candidates to demonstrate knowledge of alternative methods of developing English language skills. Catalog descriptions for the courses, of primary responsibility that assess these skills are listed below.

#### **LEE 172. Cultural and Language Contexts of the Classroom**

The impact of culture on teaching and learning in the elementary school. Language

acquisition theory and instructional strategies for English learners. Promoting student success, including achievement of state-adopted content and language-development standards.

**LEE 173. Teaching Reading and Social Studies in Grades 4-8**

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

**LEE 177. Teaching Reading and the Arts in K-3**

Assessment and instructional approaches for the balanced teaching of reading/language arts in the primary grades: using developmentally appropriate practices, studying state standards for literacy development and component strands for visual and performing arts, and selecting techniques for culturally/linguistically diverse learners.

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

Undergraduate students may enter the Multiple Subject Credential Program during the last semester of their senior year while concurrently completing no more than 9 units (3 courses) of coursework required to complete baccalaureate degree requirements (typically 120 units).

Undergraduate students who are enrolled in the [Liberal Studies Blended Program](#) may apply and, if eligible, be enrolled in the Multiple Subject Program in their junior year ([see advising form](#)).

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

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

Prior to admission, applicants for the Multiple Subject Program are required to demonstrate subject matter competence by submitting test scores to document passing all parts of the

California Subject Examination for Teachers: Multiple Subjects (CSET), or by completing an [Admission Request Form](#) and submitting with evidence of having attempted or registered for CSET, enrolled in a CSET exam preparation course, or completed a CTC approved subject matter preparation program. Students in the Blended Program must pass the CSET prior to enrollment in final student teaching.

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

- For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).

Candidates are not permitted to begin final student teaching until they have passed the subject matter requirements for the required sections of [CSET](#):

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

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

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

## ***Preliminary Single Subject Credential Program***

- (1) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. [Reference: Education Code Section 44259 \(a\) and \(b\) \(3\).](#)

The [Single Subject Credential Program](#), which consists of 34 units of professional coursework which can be completed in less than two years or in one year of full-time study.

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

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

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

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

### **LEE 157. Teaching English Learners in Secondary Classrooms**

Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners.

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

Undergraduate students who have senior status may enter the Single Subject Credential Program while completing an approved subject matter preparation program. Their progress toward completion of a subject matter preparation program is assessed before admission to

the program and must be passed prior to final student teaching.

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

Prior to admission, [Single Subject Credential](#) candidates must verify [subject matter competence](#) by completing an approved subject matter preparation program or passing the appropriate subject matter examination. Their progress toward completion of a subject matter preparation program is assessed before admission to the program and must be passed prior to final student teaching. Some candidates may be completing subject matter and take credential preliminary requirement courses other than fieldwork.

As part of the admission process, [Single Subject Candidates](#) are interviewed by the subject matter advisor in their subject area who assesses and document their status regarding subject matter competency.

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

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

- (7) **Completion of Requirements.** A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44259 \(b\) and 44283 \(b\) \(8\).](#)
- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution



- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

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

## ***Preliminary Education Specialist Credential Programs***

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

***Mild Moderate and Moderate/Severe.*** Candidates in the Preliminary Education Specialist program take three courses, LEE 172, LEE 173, and LEE 177, which are designed to prepare the candidates to demonstrate knowledge of alternative methods of developing English language skills including reading. Catalog descriptions for the courses that assess these skills are listed below:

### **LEE 172. Cultural and Language Contexts of the Classroom**

The impact of culture on teaching and learning in the elementary school. Language acquisition theory and instructional strategies for English learners. Promoting student success, including achievement of state-adopted content and language-development standards.

### **LEE 173. Teaching Reading and Social Studies in Grades 4-8**

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

### **LEE 177. Teaching Reading and the Arts in K-3**

Assessment and instructional approaches for the balanced teaching of reading/language arts in the primary grades: using developmentally appropriate practices, studying state standards for literacy development and component strands for visual and performing arts, and selecting techniques for culturally/linguistically diverse learners.

Education Specialist, Mild/Moderate Advising Form:

<http://www.fresnostate.edu/kremen/documents/sped/SPED-MM.pdf>

Education Specialist, Mild/Moderate Advising Forms:

<http://www.fresnostate.edu/kremen/documents/sped/SPED-MS-spring.pdf>

<http://www.fresnostate.edu/kremen/documents/sped/SPED-MS-fall.pdf>

***Deaf and Hard of Hearing.*** Candidates for the Education Specialist: DHH credential must have the equivalent of 22 semester units of professional credential coursework. Students on the Fresno State campus will take courses from one of the credential programs in the Fresno State Kremen School of Education and Human Development (KSOEHD) in Multiple Subject, Single Subject or Multiple Subject – Early Childhood. Most DHH candidates choose the Multiple Subject coursework, which includes LEE 172, LEE 173 and LEE 177. Catalog descriptions for the courses that assess these skills are listed below.

**LEE 172. Cultural and Language Contexts of the Classroom**

The impact of culture on teaching and learning in the elementary school. Language acquisition theory and instructional strategies for English learners. Promoting student success, including achievement of state-adopted content and language-development standards.

**LEE 173. Teaching Reading and Social Studies in Grades 4-8**

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

**LEE 177. Teaching Reading and the Arts in K-3**

Assessment and instructional approaches for the balanced teaching of reading/language arts in the primary grades: using developmentally appropriate practices, studying state standards for literacy development and component strands for visual and performing arts, and selecting techniques for culturally/linguistically diverse learners.

Multiple Subject-Deaf Education Advising Form:

<http://www.fresnostate.edu/kremen/documents/MSAdvisingSheet.pdf>

(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 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.

***Mild Moderate and Moderate/Severe.*** Prior to admission, applicants for the [Education](#)

[Specialist Credential Program](#) are required to demonstrate subject matter competence by submitting test scores to document passing all parts of the California Subject Examination for Teachers: Multiple Subjects (CSET), or by completing an Admission Request Form and submitting with evidence of having attempted or registered for CSET, enrolled in a CSET exam preparation course, or completed a CCTC approved subject matter preparation program. Students verify completion of the requirement by submitting scores earned.

***Deaf and Hard of Hearing.*** Prior to admission, applicants for the Education Specialist: DHH credential are required to demonstrate subject matter competence by submitting test scores to document passing all parts of the California Subject Examination for Teachers: Multiple Subjects (CSET), or by completing an Admission Request Form and submitting with evidence of having attempted or registered for CSET, enrolled in a CSET exam preparation course, or completed a CCTC approved subject matter preparation program. The majority of the Education Specialist: DHH credential candidates apply to the [Multiple Subject credential program](#).

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

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

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

*For employment purposes, Education Specialists will have to meet the subject matter requirements of a Commission on Teacher Credentialing Handbook Revised Preconditions for Educator Preparation Programs 13 September 2015 Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.*

- (a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
- (b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-

level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.

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

***Mild Moderate and Moderate/Severe.*** [Education Specialist](#) candidates provide evidence of having passed the appropriate subject matter examination(s) which includes all subtests of the California Subject Examinations for Teachers (CSET): Multiple Subjects. Students are not permitted to begin final student teaching until they have passed all sections of CSET: Multiple Subjects. Candidates verify completion of the requirement by submitting scores earned on each subtest.

***Deaf and Hard of Hearing.*** Education Specialist: DHH credential candidates must provide evidence of having passed the appropriate subject matter examination(s) which includes all subtests of the California Subject Examinations for Teachers (CSET): Multiple Subjects. Students are not permitted to begin final student teaching until they have passed all sections of CSET: Multiple Subjects. Candidates verify completion of the requirement by submitting scores earned on each subtest. Most DHH candidates are enrolled in the [Multiple Subject credential program](#).

- (4) **Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44225\(a\), 44227, and 44283.2\(a\).](#)

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the [Reading Instruction Competence Assessment \(RICA\)](#) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates [Section 44283.2\(b\).](#)]

***Mild Moderate and Moderate/Severe.*** Prior to recommending students for the [Education Specialist Credential](#), candidates must provide documentation to the KSOEHD Credential Analyst verifying that they have met all legal requirements. Candidates will provide a copy of the following: transcripts, application form, evidence of passing the Basic Skills Requirement, evidence of passing scores on all CSETs: Multiple Subject, passage of the

Reading Instruction Competence Assessment (RICA), and evidence of a valid CPR training card for infants, children and adults.

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

***Education Specialist Added Authorization Programs: Autism Spectrum Disorders***  
Fresno State no longer offers the Added Authorization in Special Education: Autism Spectrum Disorders.

## **Educator Preparation Program Specific Preconditions Induction and Clear Programs**

### ***Level II Education Specialist Credential***

The last date to enroll candidates into the Level II Education Specialist Program is December 31, 2014. Candidates have until January 31, 2019 to complete the Level II program. Reference Title 5 Section 80048.4 (6) (c). Program sponsors must submit a response to these preconditions when submitting a program for Program Assessment.

- (1) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate is employed in a special education position that is likely to have sufficient duration for the Level II induction plan to be completed. Day-to-day substitute positions do not satisfy this precondition.

#### **Employment**

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

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

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

***Deaf and Hard of Hearing.*** Each Clear Education Specialist: DHH candidate will provide a verification of employment on the *Verification of Employment as a Special Education Teacher in Deaf Education* form.

- (2) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Level I Education Specialist Credential, or a Certificate of Eligibility for the credential.

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

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

- (3) A college or university that operates a program for the Professional Level II Education Specialist Credential shall provide for the development of a written individualized program of coursework and professional development activities, referred to as a professional credential induction plan, developed in consultations among the candidate, employer and institution. The professional credential induction plan shall identify and address individual candidate needs, college or university program requirements, consultations and other activities with an assigned support provider, and assessment of the plan's completion. A college or university that operates a program for the Professional Education Specialist Credential shall consider the development of the professional credential induction plan and assessment of the completion of the professional credential induction plan to be part of the total units required for the Level II professional credential program.
- (4) A college or university that operates a program for the Professional Level II Education Specialist Credential shall allow approved non-university activities to be included in the Level II professional credential induction plan for up to 25 percent or one quarter of the total program, in consultation with the candidate and the employer's representative.
- (5) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status. The experience must be completed while holding the Preliminary Level I Education Specialist Credential or while holding a valid out-of-state credential in a special education category comparable to a Commission-approved Preliminary Level I program authorizing special education service.
- (6) A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that each Level II teacher's support provider is a credentialed staff member. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.

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



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

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

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

- (7) A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 120 days of employment so the candidate, institutional advisor and employer's representative(s) can begin to develop a Level II professional induction plan for the support and development of each beginning teacher.

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

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

#### Initiation of IIP

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

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

***Deaf and Hard of Hearing.*** The IIP will be initiated with the first class meeting of CDDS 278.

## Educator Preparation Program Specific Preconditions

### *Internship Programs*

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

*Multiple Subject, Single Subject, and Education Specialist Internship.* Applicants to Internship Programs must show evidence of having completed a bachelor's degree from an accredited institution as a condition for admission. This requirement is verified by the Internship Office. [Teaching internship admission requirements](#) are listed in the Fresno State general catalog.

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

*Multiple Subject and Single Subject Interns* are required to have met the appropriate subject matter competency requirement as a condition of admission to the program. [Teaching internship admission requirements](#) are listed in the Fresno State general catalog.

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

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

*Applicants for the Multiple and Single Subject Intern programs must have met the requirements for final student teaching. For [Multiple Subject](#), they must have completed the first two phases of the program. For [Single Subject](#), they must have completed Phase 1 of the Two-Semester Schedule or Phases 1 and 2 of the Three-Semester Schedule.*

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

*Applicants for the Education Specialist Intern programs ([mild/moderate](#) or [moderate/severe](#)) must have completed required courses of the credential program prior*

to beginning their internship. Coursework includes:

Course #	Course Title
LEE 172	Cultural & Language Contexts of the Classroom
LEE 173	Teaching Reading & Social Studies in Grades 4-8
EHD 178	Field Study B
SPED 130	Assessing Students with Special Needs
SPED 145	Designing Effective Environments for Students with Disabilities

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

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

Each employing district must sign an [Internship Agreement Form](#), which describes the required items including; roles of the employing school district, the intern, and the Kremen School.

**(5) Supervision of Interns**

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

All interns receive 144 hours of support and supervision and 45 hours of support specific to English learners pursuant to California Code of Regulations 80033.

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

**Multiple Subject, Single Subject, and Education Specialist Intern Programs.** The salary of Multiple and Single Subject interns is reduced by 12% to cover the costs associated with supervision and professional development. The university provides a supervisor who periodically observes the intern, diagnoses difficulties encountered and prescribes remedial

measures, and confers with the school-based cooperating teacher or administrator.

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

- A seminar in classroom management
- A one-day pre-teacher assessment used to elicit teacher behavior and diagnose strengths and areas for improvement
- Intensive site level coaching, upon self referral or recommendation of supervisor
- Professional development seminars related to teacher performance assessments
- Substitute days for observations and conference attendance
- \$100 membership with T4T for classroom hands-on materials

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

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

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

- (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](#)

*Multiple Subject, Single Subject, Education Specialist.* The Internship Agreement Form identifies the credential, name of the district and specific credential involved.

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

- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations and all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
  - Techniques to address learning differences, including working with students with special needs
  - Techniques to address working with English learners to provide access to the curriculum
  - Reading instruction in accordance with state standards
  - Assessment of student progress based on the state content and performance standards
  - Classroom management techniques
  - Methods of teaching the subject fields
- (b) Pass the Teaching Performance Assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the [Reading Instruction Competence Assessment \(RICA\)](#) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

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

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

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

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

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

*Multiple Subject, Single Subject, Education Specialist. The Teacher Internship Program does not displace certificated teachers. This is stipulated in the Internship Agreement.*

- (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.

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

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

Candidates working on the Bilingual Authorization are placed in a position in a bilingual classroom that meets BAP requirements.

**Educator Preparation Program Specific Preconditions  
Education Specialist Added Authorization Programs**

***Education Specialist: All Added Authorization Programs***

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

**Fresno State no longer offers the Added Authorization in Special Education: Autism Spectrum Disorders.**

## Educator Preparation Program Specific Preconditions Specialist Credentials and Certificates

### *Agriculture Specialist*

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

In order for an individual to be admitted to the Agriculture Specialist Credential program they must apply and meet all of the requirements for admission to the Single Subject Credential program. Candidates for the Single Subject Credential program must pass the California Basic Educational Skills Test or the equivalent; earn a cumulative grade point average of 2.67 or higher, or 2.75 in their last 60 units; document their subject matter competency; and meet other requirements including early field experience. The Early Field Experience program is designed 1) to ensure that the candidate understands the role of a public school teacher, 2) has had pre-professional experiences with linguistically and culturally diverse youth, and 3) is making an informed choice about entering the teacher preparation program. To be admitted to the Agriculture Specialist Credential Program candidates must also meet additional requirements including the completion of course work covering the organization, administration, and supervision of agricultural education programs and educational/teaching methods in agricultural mechanics. Upon meeting admission requirements, all Agriculture Specialist candidates are concurrently enrolled in both programs. The following checklist summarizes the admission requirements for agriculture students seeking admission to the Single Subject and Agricultural Specialist credential programs:

### **JORDAN COLLEGE OF AGRICULTURAL SCIENCES AND TECHNOLOGY AGRICULTURE SPECIALIST CREDENTIAL CHECKLIST**

(With partial list of graduation requirements included)

#### **Apply for graduation** (See Deadlines in *Academic Calendar*)

Agriculture	54 units	See Ag. Ed. Major Advising Sheet (or Pass CSET-Ag.)
G. E.	51 units	Foundation, Breadth, Integration, and Multicultural/ International
Ag. Ed. 50	3 units	Orientation to Ag. Education (Early Field Experience)
Ag. Ed. 135	3 units	Introduction to Agricultural Education ( <b>Fall only</b> )
Ag. Ed. 150	3 units	Ag. Resources & Computer Applications ( <b>Spring only</b> )
Ag. Ed. 187	3 units	Organization, Administration & Supervision of Ag Ed. ( <b>Fall only</b> )
Ag. Ed. 189	3 units	Education in Agricultural Mechanics ( <b>Fall only</b> )

- **Pass CBEST and Upper Division Writing Exam.** Register online or at Testing Center, FFS Room 110
- **(PLANT 110W or other W course** may be taken in place of upper division writing



exam—must make “C” or better grade)

- **Apply for Admission to the Single Subject Credential Program** - see Kremen School website for forms and information. Take completed applications to ED 100. **Deadline, usually early in the semester for next semester’s admission. Check Kremen School website for dates.**
- **File Fifth Year Program** (Form is in admissions application packet)
- **File Application for Admission to Single Subject Student Teaching, EHD 155A** (Form in admissions application packet. See Deadlines in *Schedule of Courses*)
- **Re-enroll as Graduate Student in AG ED** (<http://www.csumentor.edu/>)
- **Complete 1st. Semester of 5th Year** (Your sequence and combination of courses will vary for obtaining these 23 units)

CI 151	3 units	Social Context of Teaching
CI 152	3 units	Educational Psychology
CI 161	3 units	Methods and Materials in Agricultural Education ( <b>Fall only</b> )
LEE 156	3 units	Content Area Literacy & Communication in Secondary Classrooms
LEE 157	3 units	Teaching English Learners in Secondary Classrooms
EHD 154A	1 unit	Initial Student Teaching Seminar
EHD 155A	4 units	Initial Student Teaching (3 hrs/day, 5 days/ week)
SPED 158	3 units	Differentiated Instruction in Inclusive Secondary Settings

- **Apply for EHD 155B\* (10 units): Full-Time Student Teaching** (ED 100) (See Deadlines in *Schedule of Courses*)
- **File T-14 Form** (Agric. Experience) (**Final Step in Admission to Ag Specialist Program**) Pick up form in the Ag. Ed. Office. Make appointment with the Regional Supervisor (278-5777) for an interview and Ag. Experience Verification.
- **Complete Final Semester of 5th year** (These courses are taken as a 16 unit block)

AGRI 280	3 units	Seminar in Agricultural Education
AGRI 281	3 units	Problems in Agricultural Education
EHD 155B	10 units	Final, Full-Time Student Teaching
- **Obtain a Substitute Teaching Credential** in the county where you are assigned for EHD 155B
- **Obtain CPR card for infants, children, and adults** (copy of current valid CPR card required for credential applications)
- **File Application for Single Subject in Agriculture and Agriculture Specialist Credentials.** (See Credential Analyst’s email during final student teaching)

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

As previously mentioned, candidates complete the Single Subject and Agriculture Specialist Credential programs concurrently. In doing so, credential candidates complete 39 semester

units of course and field work. More specifically, the program consists of six professional education courses, two agricultural education graduate courses, and two semesters of student teaching. The first semester of student teaching (EHD 155A) is a part-time developmental experience, which carries four units of credit. The second semester of student teaching (EHD 155B) is full-time and carries ten units of credit. The courses are listed in the agriculture specialist checklist. Candidates successfully completing the credential programs will submit applications for their Preliminary Single Subject Credential and the Agriculture Specialist Credential simultaneously.

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

California State University, Fresno offers specializations in four of the recommended domains, as approved by the Fresno State Agricultural Education Advisory Committee. These four specialization areas are animal science, plant and soil science, agricultural systems technology (agricultural mechanics), and agricultural business management. In addition to the core subject matter courses, candidates are required to take an additional fifteen semester units of specialization coursework to meet the specialization requirement.

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

Candidates for the Agricultural Specialist Credential at California State University, Fresno are required to document a minimum of 3,000 clock hours, of which a maximum of 1,500 hours may be prior to their high school graduation, or the equivalent of at least 2 years of

relevant occupational experience in agriculture. Candidates are notified of this requirement during the department's new student orientation sessions before they are allowed to enroll in any University courses and again at their first advising session with their major advisor.

Candidates lacking in agricultural experience have opportunities to work on the University agricultural laboratory in various areas to gain experience in specific agricultural areas. Candidates also have the option of working part-time in an off-campus agricultural job or participating in an agricultural internship to gain the required occupational experience.

The California Department of Education's State Supervisor for Agricultural Education or his designated representative conducts a personal interview with each candidate and determines if the candidate has met the occupational experience requirement. Prior to the meeting, the candidate completes a T-14 form listing their occupational experience. This form is reviewed by the State Supervisor or their designee, who then verifies and signs the form if the candidate has met the occupational experience requirement. The completed T-14 forms with all signatures must be on file in the coordinator's office before candidates begin their final student teaching experience. Below is a copy of the T-14 form:

**Agricultural Education Program**  
**Jordan College of Agricultural Sciences & Technology**  
**California State University, Fresno**

T-14

**Applicant Information for Position as Student Teacher  
in the Agricultural Specialist Credential Program**

Name \_\_\_\_\_ Student ID No \_\_\_\_\_  
Address (local) \_\_\_\_\_ Zip Code \_\_\_\_\_ Phone \_\_\_\_\_  
Address (permanent) \_\_\_\_\_ Zip Code \_\_\_\_\_ Phone \_\_\_\_\_

California credentials held \_\_\_\_\_

**GENERAL EDUCATION AND LEADERSHIP RECORD**

Institution	Years	Degree	Leadership, Awards, Activities
High School			
College			
College			
College			
Community			
Military			

Outline experience and/or outstanding accomplishments in the various fields of activity such as FFA, Young Farmers, etc.

\_\_\_\_\_

\_\_\_\_\_

**TEACHING EXPERIENCE**

SCHOOL	STATE	FROM	DATE	TO

**REFERENCES**

NAME	TITLE OR OCCUPATION	ADDRESS

\_\_\_\_\_  
REGIONAL SUPERVISOR SIGNATURE

\_\_\_\_\_  
STUDENT SIGNATURE

SUBJECT AREA	SELF RATING			T-14 - OCCUPATIONAL EXPERIENCE		Date of Experience		Amount of Experience
	Strong-(S)	Avg-(A)	Weak-(W)	Nature & type of experience. Please indicate: (✓)		From	To	
				(1) employed - list employer name or (2) self-employed Employer Name				
Beef				1	2			
Sheep								
Swine								
Dairy								
Poultry/Small Animals								
Other, (specify)								
Animal Feeds								
Field/Forage Crops								
Vegetable Crops								
Viticulture								
Tree Crops								
Ag Chem./Soils/Fertilizers								
Irrigation								
Ag Management/Sales								
Food Processing								
Om. Nursery Practices								
Landscape Design, Inst. Maint.								
Environmental Services								
Floriculture/Floral Design								
Forestry/ Natural Resources								
FFA								
GOEP/SAE/SPE								
Record Books (Vo-Ag)								
Ag Computer Applications								
Ag Shop Safety								
Welding-Arc/Clay								
Hand/Power Tools								
Farm Equip. Operation/Maint.								
Concrete/Elect./Plumbing								
Gas/Diesel Engines								
Small Engines								
Farm Structures/Equip. Const.								
Other Ag. Mech.								

***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\(e\)](#).

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

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

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

## ***Bilingual Authorization***

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

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

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

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

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

Not applicable; the Fresno State Spanish/Hmong Bilingual Authorization Program does not have an intern program.

## **Educator Preparation Program Specific Preconditions Services Credentials**

### ***Preliminary Administrative Services***

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

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

The California State University, Fresno's preliminary [Administrative Services Credential](#) program certifies that it shall verify, prior to recommending a candidate for a preliminary Administrative Services Credential that the candidate has met the these requirements.

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

For the Intern Program: The California State University, Fresno PASC program will determine that the candidate possesses the appropriate prerequisite credential prior to being recommended for the intern credential and the assumption of intern administrative responsibilities.

- (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\(a\)](#)

The California State University, Fresno's preliminary Administrative Services Credential program certifies that it shall verify, prior to recommending a candidate for a preliminary Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy.

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

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

For the Intern Program: The California State University, Fresno PASC program will determine that the candidate has met the basic skills requirement prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

- (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\(a\)\(4\)](#)

The California State University, Fresno's preliminary Administrative Services Credential program certifies that it shall verify, prior to recommending a candidate for a preliminary [Administrative Services Credential](#) that the candidate has met the requirements established in California State laws, regulations, and/or Commission policy.

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

For the Intern Program: The California State University, Fresno PASC program will verify that the candidate verifies appropriate experience as described above, prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

- (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\(a\)\(2\)](#)

The California State University, Fresno's preliminary Administrative Services Credential program certifies that it shall verify, prior to recommending a candidate for a preliminary Administrative Services Credential that the candidate has met the requirements established in California State laws, regulations, and/or Commission policy.

- (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\(a\)\(6\)](#)

The California State University, Fresno's preliminary Administrative Services Credential program certifies that it shall verify, prior to recommending a candidate for a preliminary Administrative Services Credential that the candidate has met the requirements established in California State laws, regulations, and/or Commission policy.



## ***Pupil Personnel Services***

**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.

Students in the [School Psychology Program](#) are taught the importance of supporting all students in achieving academic success. This includes working with teachers to select and implement appropriate curriculum, learning strategies and intervention to meet the needs of all students. School psychology students work with parents and families by advising them how to help their children succeed in school, such as helping with homework and attending parent teacher conferences. This is critical for parents and families from diverse backgrounds. School psychologists work with other members of IEP teams to develop individualized academic programs for students with special needs. Finally, school psychology students learn about school-wide systems to support academic excellence and how to work with administration to implement changes.

The provision of social, emotional and behavioral support as a means of helping public school pupils to achieve academic success is emphasized in the curriculum of the PPS program. Academic advising is an important component of delivering this support and is emphasized in the PPS program. Advising is generally provided to students by school social work interns in the context of individual, family and small group counseling sessions. Specific curriculum content addressing academic advising is contained in SWRK 274 and SWrk 275, Advanced Social Work Practice in Schools I and II, and in SWRK 282 and SWrk 283, Advanced Field Instructed Practice I and II. Additional curriculum content supporting this precondition is found throughout the Master of Social Work degree program in Practice and Human Behavior and the Social Environment courses. Examples of such courses include: SWrk 220, Foundations for Social Work Practice; SWrk 213, Cultural Diversity and Oppression; and SWrk 224, Social Work Practice with Individuals.

Students in the Pupil Personnel Services Credential are trained to provide counseling services that will optimize school pupils' academic success by focusing on the pupils' social, emotional, behavioral, academic, and cultural needs. The 48 units of program course work train students to provide adequate academic advising in individual, group, and/or family sessions. Hence, the focus on the importance of academic advising is in every course as illustrated below:

1. Coun 150 (Laws Related to children): Students learn how to provide academic advising within legal mandates.
2. Coun 200 (Counseling Techniques), Coun 202 (Group Counseling), Coun 203

(Assessment in Counseling), coun208 (Practicum in Counseling), coun249 (Field Placement in School Counseling): Students learn counseling skills to develop rapport with pupils; observe for social, emotional, and behavioral concerns; and provide individual and group counseling to help pupils gain coping skills and strategies to do well academically.

3. Coun 201 (Multicultural Counseling), Coun 206 (Counseling through the Lifespan), Coun 220 (Career Counseling); Coun 233 (Child and Adolescent Counseling), Coun 240 (Counseling Exceptional Children and Parents); CI 285 (Advanced Educational Psychology): Students learned about the uniqueness of each pupil in order to provide academic advising that are age, gender, developmental and culturally relevant. In particular, students are trained in providing career counseling in coun 220. In CI 285, they are trained in the psychological foundations of education; nature and characteristics of development, learning processes, and forces which affect educational growth
4. Coun 241; coun 242: Students learn about the school system and programs. They also learn how to consult on and advocate for the needs of students and their parents.
5. Coun 249: Students put into practice all skills learned in the program and provide individual, group, and family sessions to develop plans to assist students of concern to improve academically, socially, and behaviorally. Students also work in teams with other counselors, teachers, administrators, and staff in meetings such as Student Student Teams and Individualized Educational Plan. In this course, the importance of academic advising is often witnessed through the struggles and success of the pupils that the students work with at the internship sites.

- (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.

The [Pupil Personnel Services Credential](#) within the Counselor Education Programs is a stand-alone 48 semester unit program that meets state requirement for the PPS Credential. The program also aligns well with the [Master of Science in Counseling](#), Option in School Counseling.

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

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

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

Students in the [School Psychology Program](#) complete a minimum of 71 semester units throughout the three years of their coursework. The School Psychology Program is fully

approved by the National Association of School Psychologists.

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

The [Pupil Personnel Services Credential](#) program with the added Child Welfare and Attendance specialization is completed as part of the program for the Master of Social Work degree. Successful completion of the requirements of both programs includes credit for 60 semester units.

**Educator Preparation Program Specific Preconditions  
Other Related Services Credentials**

***Preliminary Speech-Language Pathology***

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

Speech-language pathology students accepted into the graduate program in the fall of 1994 or thereafter must complete the master's degree before they are issued the [Speech-Language Pathology Services Credential](#). The program is accredited by the Council on Academic Accreditation (CAA), an organization affiliated with the American Speech-Language-Hearing Association.