



Preconditions for California Educator Preparation Programs

Commission on Teacher Credentialing

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

This handbook is available at:
<http://www.ctc.ca.gov/>

I. Table of Contents

This table of contents is **linked to each section** of the document. Click the section to jump directly to that topic in the document. To return to the table of contents hold down the ALT key and press the left arrow (you may have to press the left arrow multiple times to return to the beginning of the document).

| | |
|---|-----------|
| Introduction: Preconditions for California Educator Preparation Programs..... | 1 |
| Listing of Required Preconditions: General Institutional Preconditions and Program Specific Preconditions.... | 2 |
| General Institutional Preconditions for All Professional Preparation Programs | 4 |
| Program Specific Preconditions | 6 |
| General Education (Multiple and Single Subject) Programs | 7 |
| Preliminary Multiple and Single Subject..... | 7 |
| Internship Programs..... | 8 |
| General Education (Multiple and Single Subject) Clear..... | 11 |
| General Education (Multiple and Single Subject) Induction..... | 11 |
| Preconditions for Education Specialist Programs | 12 |
| Preliminary Education Specialist..... | 12 |
| Education Specialist: All Added Authorization..... | 13 |
| Early Childhood Special Education Added Authorization..... | 13 |
| Adapted Physical Education Added Authorization | 14 |
| Clear Education Specialist..... | 14 |
| Level II Education Specialist Credential | 15 |
| Preconditions for Designated Subjects Teaching Credentials | 16 |
| Designated Subjects Adult Education..... | 16 |
| Designated Subjects Career Technical Education | 17 |
| Designated Subjects: Special Subjects Supervision and Coordination & Drivers Training..... | 18 |
| Preconditions for Specialist Credentials and Certificates..... | 20 |
| Agriculture Specialist..... | 20 |
| Mathematics Instructional Leadership Specialist | 21 |
| Mathematics Instructional Added Authorization..... | 21 |
| Reading Certificate (Added Authorization) and the Reading and Language Arts Specialist..... | 21 |
| Bilingual Authorization | 21 |
| California Teachers of English Learners (CTEL)..... | 22 |
| English Learner Instructional Leadership Specialist | 22 |
| Preconditions for Services Credentials | 25 |
| Preliminary Administrative Services | 25 |
| Administrative Services Credential Clear Induction | 26 |
| Professional Clear Administrative Services | 267 |
| Pupil Personnel Services..... | 27 |
| Preconditions for Other Related Services Credentials..... | 29 |
| Preliminary Speech-Language Pathology..... | 29 |
| Clear Speech-Language Pathology | 29 |
| Preconditions for Clinical Rehabilitative Services Programs..... | 30 |
| Audiology | 30 |
| Orientation and Mobility..... | 30 |
| Special Class Authorization..... | 30 |
| Preconditions for Other Services Credentials..... | 31 |
| Teacher Librarian..... | 31 |
| School Nurse Services | 31 |

Introduction: Preconditions for California Educator Preparation Programs

California law provides the Commission on Teacher Credentialing with the authority to accredit institutions and approve all programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, [Section 44225 of the California Education Code](#) establishes that the Commission shall establish professional standards, assessment and examinations for entry and advancement in the education profession, adopt a framework and general standards for the accreditation of preparation programs for teachers and other certificated educators, and propose appropriate rules and regulations in this area. All institutions wishing to offer credential programs in the area of educator preparation programs must first successfully respond to the Commission's preconditions.

What is a Precondition?

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The basis for a precondition is either 1) statute, or 2) Commission policy.

The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the institution. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards.

What kinds of preconditions exist?

There are essentially two kinds of preconditions. The first are the Commission's 10 General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions are those that apply to particular kinds of credential preparation programs. There are 4 Program Specific preconditions that apply to **all types** of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Who reviews preconditions?

Because preconditions are related to issues of compliance and not program quality, Commission staff typically reviews preconditions. This review is done prior to initial institutional approval, initial program accreditation and continuing accreditation site visits.

There is a plan in the revised accreditation system to review Preconditions two times during the seven year cycle, in years 1 and 4. In Spring 2016 the Yellow and Violet institutions will submit a response to the Preconditions as part of the transition to the revised accreditation system.

Preconditions

General Institutional, Program Specific and Educator Prep Preconditions

This table provides information on which Preconditions must be addressed by each type of teaching, services, or other related services preparation program

| Teaching Credential and Other Related Services Preparation Programs | | Preconditions | |
|--|------------------------------------|---------------|------------------|
| | | General | Program Specific |
| General Education (Multiple and Single Subject) Preliminary Program | | 1-10 | 1-4, 5-11 |
| General Education Clear Program | | 1-10 | 1-4 |
| General Education Induction Program | | 1-10 | 1-4, 5-9 |
| Education Specialist Preliminary Program Mild/Moderate Moderate/Severe Physical and Health Impairments Deaf and Hard-of-Hearing Visual Impairments Early Childhood Special Education Language and Academic Development | | 1-10 | 1-4, 5-8 |
| Added Authorizations | Autism Spectrum Disorders | 1-10 | 1-4, 5-6 |
| | Adapted Physical Education | 1-10 | 1-4, 5-8 |
| | Deaf-Blind | 1-10 | 1-4, 5-6 |
| | Early Childhood Special Education | 1-10 | 1-4, 5-7 |
| | Emotional Disturbance | 1-10 | 1-4, 5-6 |
| | Orthopedic Impairments | 1-10 | 1-4, 5-6 |
| | Other Health Impairments | 1-10 | 1-4, 5-6 |
| | Resource Specialist | 1-10 | 1-4, 5-6 |
| | Traumatic Brain Injury | 1-10 | 1-4, 5-6 |
| Clear Education Specialist Induction Program | | 1-10 | 1-4, 5-10 |
| Level II Education Specialist Credential | | 1-10 | 1-4, 5-11 |
| Internship Program- General Education or Education Specialist | | 1-10 | 1-4, 5-16 |
| Designated Subjects | Adult Education | 1-10 | 1-4, 5-8 |
| | Career and Technical Education | 1-10 | 1-4, 5-8 |
| | Supervision and Coordination | 1-10 | 1-4, 5-7 |
| | Special Subjects- Drivers Training | 1-10 | 1-4 & 1-5 |

| Teaching Credential and Other Related Services Preparation Programs | | Preconditions | |
|--|---|---------------|------------------|
| | | General | Program Specific |
| Specialist Credentials and Certificates | Agriculture Specialist | 1-10 | 1-4, 5-8 |
| | Mathematics Instructional Leadership Specialist | 1-10 | 1-4, 5 |
| | Mathematics Instructional Added Authorization | 1-10 | 1-4, 5-7 |
| | Reading Certificate (Added Authorization) and the Reading and Language Arts Specialist | 1-10 | 1-4, 5-6 |
| | Bilingual Authorization | 1-10 | 1-4, 5-7 |
| | California Teachers of English Learners (CTEL) | 1-10 | 1-4, 5-6 |
| | English Learner Instructional Leadership Specialist | 1-10 | 1-4, 5-8 |
| Service Credentials | Administrative Services- Preliminary | 1-10 | 1-4, 5-9 |
| | Administrative Services- Clear Induction | 1-10 | 1-4, 5-9 |
| | Pupil Personnel Services | 1-10 | 1-4, 5 |
| | Teacher Librarian | 1-10 | 1-4, 5 |
| | School Nurse Services | 1-10 | 1-4 |
| | Speech- Language Pathology- Preliminary | 1-10 | 1-4, 5 |
| | Speech-Language Pathology-Clear | 1-10 | 1-4, 5 |
| Related Services | Clinical or Rehabilitative- Audiology | 1-10 | 1-4, 5-6 |
| | Clinical or Rehabilitative- Orientation and Mobility | 1-10 | 1-4 |
| | Special Class Authorization | 1-10 | 1-4, 5-7 |

General Preconditions Established by the Commission

General Statement Applicable to all Preconditions for all Professional 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 ten general preconditions as well as all other applicable program specific preconditions.

General Institutional Preconditions for All Professional Preparation Programs

The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.

- (1) Accreditation and Academic Credit.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by
- (a) **Institutions of higher education:** a college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both and (iii) an institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes. (This provision does not apply to professional preparation programs offered by school districts or other sponsors.)
 - (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. The agreement to sponsor a program must include verification of the following:

Once a candidate is accepted and enrolls in an educator preparation program, the 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. In this event, an individual transition plan would need to be developed with each candidate.

- (2) Responsibility and Authority.** To be granted initial institutional accreditation or 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).
 - (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.

- (3) Discrimination.** To be granted initial institutional accreditation or 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.
- (4) Commission Assurances.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the program proposal must: (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the 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 sponsor will participate fully in the Commission's accreditation system.
- (5) Prior to Program Approval.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the entity must confirm that there are program-specific Preconditions that must be met including preconditions for initial program approval.
- (6) Requests for Data.** To be granted initial institutional accreditation or 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, and state and federal reporting within the time limits specified by the Commission.
- (7) Veracity in all Claims and Documentation Submitted.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation or for stipulations from the Committee on Accreditation.
- (8) Grievance Process.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the 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 the candidate has been informed of the grievance process and that the process has been followed.
- (9) Faculty and Instructional Personnel Participation.** All faculty and instructional personnel 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).*
- (10) Program and Candidate Specific Preconditions.** An institution which operates an approved preparation program shall meet all program specific preconditions, including:

 - a. Require applicants for program admission to take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).
 - b. Not allow a candidate to participate in public school-based field activities until the candidate obtains a Certificate of Clearance from the Commission.

Program Specific Preconditions

The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the 10 General Institutional Preconditions as well as these Program Specific Preconditions.

- (1) Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (2) Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (3) Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR). The institution shall use the CBEST results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

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

Clarification of Precondition 3

Legislative Intent. Precondition 3 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

- (4) Certificate of Clearance.** An entity that operates a program of professional preparation shall not allow a candidate to *participate in school-based field experiences* until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

General Education (Multiple and Single Subject) Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the General Education (Multiple and Single Subject) programs listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional preconditions.

Preliminary Multiple and Single Subject

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

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

Clarification of Program Precondition 5

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

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

Clarification of Program Precondition 6

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

(7) 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.](#)

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

Clarification of Program Precondition 8

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

(9) 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.

(10) 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).
- For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

(11) 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).

Internship Programs

(5) 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.](#)

(6) 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\(c\) \(3\).](#)

(7) Pre-Service Requirement.

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

(8) 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.

(9) Supervision of Interns.

- (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. [Reference: Education Code Section 44462.](#) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(10) 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.](#)

(11) 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.](#)

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

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

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

(13) 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 \(b\)](#)).

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

(15) 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.

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

General Education (Multiple and Single Subject) Clear

There are no preconditions specifically for General Education (Multiple and Single Subject) Clear Programs. However, programs must address the 10 General Institutional Preconditions and the 4 Program Specific Preconditions.

General Education (Multiple and Single Subject) Induction

The following Preconditions apply to all institutions applying to the Commission for approval to offer a General Education (Multiple and Single Subject) Induction program. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions, as well as these additional preconditions.

- (5) Program Admission.** An institution/district/LEA sponsoring a teacher induction program must assess each candidate's standing in relation to the eligibility criteria for enrollment in a teacher induction program, and admit only those candidates who meet the first requirement and the second, if applicable:
- The candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential)
 - The candidate, if trained out of state, has less than two years of teaching experience. [Reference: Education Code Sections 44279.1, 44279.4.](#)
- (6) Early Completion of Program Requirements.** An institution/district/LEA sponsoring a professional teacher induction program shall make available and advise candidates of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria. [Reference: Education Code Section 44279.25.](#)
- (7) Program Support Providers.** An institution/district/LEA sponsoring a teacher induction program shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher. The support provider must hold a valid California teaching credential, or have equivalent professional background and experience. [Reference: Education Code Section 44279.](#)
- (8) English Language Skills.** In each program of professional teacher induction, the sponsoring institution/district/LEA shall require the candidates to demonstrate knowledge of methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language. [Reference: Education Code Section 44259.5.](#)
- (9) Completion of Requirements.** An institution/district/LEA sponsoring a teacher induction program shall determine, prior to the recommending of a candidate for the Clear credential, that the candidate has completed the approved induction program. [Reference: Education Code Sections 44259 and 44274.2.](#)

Preconditions for Education Specialist Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Education Specialist Programs listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions, as well as these additional preconditions.

Preliminary Education Specialist

- (5) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Sections 44227, 44253.1, and 44283.](#)
- (6) **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. [Reference: Education Code Sections 44227 \(a\).](#)
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- (7) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. [Reference: Education Code Section 44227.](#)

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

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

For employment purposes, Education Specialists will have to meet the subject matter requirements of a

Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

- (a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
- (b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.
- (c) Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

(8) 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\(b\).](#)]

Education Specialist: All Added Authorization

- (5) 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.
- (6) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Early Childhood Special Education Added Authorization

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

- (7) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or

be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

Adapted Physical Education Added Authorization

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

- (7) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.
- (8) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

IMPORTANT NOTE: Added Authorization programs must address the preconditions for all added authorizations. However, there are no additional program-specific preconditions for the following authorization programs:

*Autism Spectrum Disorder
Emotional Disturbance
Traumatic Brain Injury*

*Deaf-Blind
Other Health Impairments*

*Orthopedic Impairments
Resource Specialist*

Clear Education Specialist

- (5) A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.
- (6) A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.
- (7) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate's teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.
- (8) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.
- (9) 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.
- (10) 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.

Level II Education Specialist Credential

Important Note for Level II Program Sponsors

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.

- (5) 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.
- (6) 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
- (7) 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.
- (8) 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.
- (9) 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.
- (10) 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.

- (11) 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.

Preconditions for Designated Subjects Teaching Credentials

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Designated Subjects Teacher Credential Programs listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions, as well as these additional program preconditions.

Designated Subjects Adult Education

- (5) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Adult Education Teaching Credentials means any of the following categories of agencies:
- (a) A California public school or consortium of school districts;
 - (b) A California county superintendent of schools office;
 - (c) A California regional occupational program or center;
 - (d) A California State Agency;
 - (e) A Commission-approved teacher preparation institution.
- Source: California Administrative Code, Title 5, Education, Section 80034(c)*
- (6) A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.

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

- (7) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
 - (b) include assurances that
 - (i) the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and

(ii) that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

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

Designated Subjects Career Technical Education

(5) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Vocational Education Teaching Credentials means any of the following categories of agencies:

- (a) A California public school or consortium of school districts;
- (b) A California county superintendent of schools office;
- (c) A California regional occupational program or center;
- (d) A California State Agency;
- (e) A Commission-approved teacher preparation institution.

Source: California Administrative Code, Title 5, Education, Section 80034(c)

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

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

(7) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:

- (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
- (b) include assurances that 1 the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and 2 that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Source: Commission adopted policy

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

Designated Subjects: Supervision and Coordination

The following Preconditions apply to all institutions applying to the Commission for approval to offer Designated Subjects Supervision and Coordination Credentials. Institutions must respond to the 10 General Preconditions and the 4 Program Specific Preconditions as well as these additional preconditions.

- (5) **Possession of Pre-Requisite Credential** – Each candidate possesses a Level II Designated Subjects Adult Education or Vocational Education Credential before admission to the program.
- (6) **Minimum Length of Program** – Each program for the Supervision and Coordination Authorization is a minimum of 6 semester units or 90 clock hours.
- (7) **Sponsor Requirements** – Each program sponsor for the Supervision and Coordination Authorization is already approved for the Designated Subjects Adult Education or Vocational Education Credential.

Designated Subjects: Special Subjects- Drivers Training

The following Preconditions apply to all institutions applying to the Commission for approval to offer Designated Subjects Special Subjects Credentials. Institutions must respond to the 10 General Preconditions and the 4 Program Specific Preconditions as well as these additional preconditions.

- (5) To be granted preliminary approval or continued approval by the Commission, a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training shall include 12 semester hours, or 180 clock hours, of subject matter course work and/or staff development work in driver education and training.
- (6) To be granted preliminary approval or continued approval by the Commission as a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training, the program must be developed, submitted and implemented by a Local Education Agency (LEA). An LEA, as it applies to subject matter programs in driver education and training, means any of the following categories of agencies:
 - a. A California public school district or consortium of school districts;
 - b. A California county superintendent of schools office;
 - c. A California regional occupational program or center;
 - d. A California State Agency;
 - e. A Commission-approved teacher preparation institution.
- (7) An LEA desiring to develop a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training shall file with the Commission a request for preliminary approval or continued approval, signed by the Chief Administrative Officer of the agency or each agency constituting the LEA. This request shall include a complete description of how the program will meet all requirements, including each standard of program quality and effectiveness adopted by the Commission, with a particular focus upon how the LEA proposes to assure that students will acquire the competencies, skills and knowledge required.
- (8) The Commission will approve a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training after a review of the request, when such request reflects that the

program submitted by the LEA meets the requirements and standards. Programs will be monitored by the Commission to determine if the requirements and standards are continuing to be met.

(9) To be granted preliminary approval by the Commission for a subject matter program for the Designated Subjects Special Subjects Teaching Credential in Driver Education and Training, the program must:

- a. Demonstrate that the program will fulfill all of the applicable regulations and standards that have been adopted by the Commission, and
- b. Include assurances the LEA will cooperate in an evaluation of the program by an external team or monitoring of the program by a Commission staff member within four years of the initial enrollment of students in the program, and
- c. The LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Preconditions for Specialist Credentials and Certificates

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Specialist Credentials and/or Certificates listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions, as well as these additional preconditions.

Agriculture Specialist

- (5) **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.
- (6) **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.
- (7) **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.)
- (8) **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 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.

Mathematics Instructional Leadership Specialist

- (5) A Commission-approved program shall determine prior to recommending a candidate for the MIL Specialist credential that the candidate has completed a Mathematics Instructional Added Authorization program.

Mathematics Instructional Added Authorization

- (5) A program sponsor that operates a program for the Mathematics Instructional Added Authorization shall determine, prior to admission to the credential program, that each candidate possesses a valid California teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching or a clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement, or its equivalent. The prerequisite credential must include an authorization to teach English learners.
- (6) A Commission-approved program shall determine prior to recommending a candidate for the Mathematics Instructional Added Authorization Program, that the candidate has three years of teaching experience.
- (7) Prior to admission, the program sponsor shall verify the candidate's level of mathematics content expertise. Full admission to the K through Pre-Algebra or the K through Algebra I program is contingent on candidate mastery of the relevant mathematics standards as determined by the program (See elaboration of the required mathematics content knowledge below.)

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

- (5) 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\(e\)*](#).
- (6) 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.

Bilingual Authorization

- (5) 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.

- (6) The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include a 2042 authorization, (ELA1, ELAM, ELAS, and ELAE), a CLAD (ELA1) 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.*
- (7) 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.

California Teachers of English Learners (CTEL)

- (5) Per Title 5, Section 80015 (a)(3), each program for the California Teachers of English Learners shall require completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 quarter upper division/graduate quarter units) in the approved course work for the certificate.
- (6) Per Title 5, Section 80015.2(a), applicants recommended for a Crosscultural, Language, and Academic Development Certificate (CLAD) must possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which authorized the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:
- (a) Emergency credentials or permit,
 - (b) Exchange credentials as specified in [Education Code Section 44333](#),
 - (c) District intern certificates as specified in [Education Code Section 44325](#),
 - (d) Sojourn certificated employee credentials as specified in [Education Code Section 44856](#);
 - (e) Teacher education internship credentials as specified in Article 3 (commencing with [Education Code Section 44450](#)) of Chapter 3.

English Learner Instructional Leadership Specialist

- (5) Possesses a valid California teaching credential based on a baccalaureate degree from a regionally accredited institution and a professional preparation program, including student teaching, and holds an English learner authorization
- (6) Has completed a Commission-approved English Learner Instructional Leadership Specialist Preparation Program:
- (7) Has a minimum of three years of full-time experience or the equivalent working with English learners in an instructional capacity
- (8) Meets a second language requirement through at least one of the following options:
- (a) Complete six semester units (or nine quarter units) in course work that emphasizes the learning of a language other than English, including American Sign Language (A grade of "C" or better, "Pass," or "Credit" must be earned in each course.) This option must be verified by an official transcript from a regionally-accredited college or university, or comparable institution outside the United States.

Professional Development and Continuing Education Units from such institutions are acceptable. Course work in the methodology of teaching a language is **not** acceptable.

- (b) Complete 90 hours of language training, with a grade of “C” or better or the equivalent, in a language other than English offered under the auspices of the California Department of Education’s Bilingual Teacher Training Program (BTTP), or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education (This training is to be verified by a letter signed by an authorized representative of the BTTP, county, or district program).
- (c) Complete training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.
- (d) Pass the language skills subtest (i.e., listening, speaking, reading, writing skills) of the CSET in any world language other than English, including languages offered through approved alternative language assessor agencies, as verified by an official score report. Passing exam scores remain valid for seven years from the individual test date.
- (e) Pass any nationally administered, standardized examination in a language other than English for which the Commission has established a passing score, verified by an official score report.
- (f) Obtain a proficiency level of “novice-high” or above on the American Council on the Teaching of Foreign Languages, Inc. Proficiency Guidelines or “0+” (zero plus) or above on the Interagency Language Roundtable (ILR) (currently available only to government employees) Proficiency Descriptions, verified by an official score report.
- (g) Obtain a score on a College-Level Examination Program examination in a language other than English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two semesters, verified by an official score report. (For more information, contact CLEP at [609] 771-7865.)
- (h) Possess a teaching credential from another state that authorizes instruction in a language other than English, verified by a copy of the credential.
- (i) Reside in a non-English speaking country or countries for 12 consecutive months at age 18 or older, verified by passports, work visas, letters from employers, or other documents.
- (j) Complete one academic year (over a single period) at age 14 or above at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- (k) Complete two academic years, between the ages of 10 and 14, at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- (l) Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, or other documents.
- (m) Pass an Advanced Placement Examination offered through Educational Testing Service (ETS) at a level for which college credit or advanced standing in a language other than English is awarded. (This option must be verified by either an official transcript from a regionally-accredited college or university showing credit awarded via the examination, or by an original letter from the institution’s registrar or admissions office indicating that advanced standing was awarded.)

- (n) Pass a college or university placement examination in a language other than English that satisfies a one-year second language requirement, results in six semester units in the language awarded on transcripts, or serves as the prerequisite to the second year course in the same language. (This option must be verified by either an official transcript from a college or university showing credit awarded via the examination, or by an original letter from the institution's registrar or admissions office indicating the number of units granted or describing the advanced placement resulting from the examination.)
- (o) Any combination of options "a" and "b" above resulting in the equivalent of six semester units of course work in a single foreign language. (Fifteen hours of BTTP training are considered equivalent to one semester unit of course work at a regionally-accredited college or university.)

Preconditions for Services Credentials

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Services Credentials listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional preconditions.

Preliminary Administrative Services (Adopted February 2014)

(5) Possess one of the following valid credentials:

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

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

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

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

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

(7) Verification of one of the following prior to being recommended for the preliminary credential

- (a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);
- (b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
- (c) a combination of (a) or (b).

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

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to

verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

- (8) 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\(a\)\(2\)](#)
- (9) 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\(a\)\(6\)](#)

Administrative Services Credential Clear Induction
(Adopted December 2013)

- (5) Possess a valid California preliminary Administrative Services Credential. [Education Code section 44270.1\(a\)\(1\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#)
- (6) 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). [Education Code section 44270\(a\)\(4\)](#) and [Title 5 of the California Code of Regulations section 80054\(a\)\(6\)](#)
- (7) An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. [Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(1\)](#)

In addition to the Commission's General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

- (8) Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1). [Education Code Section 44270.1 \(a\)\(2\)](#) and [Title 5 of the California Code of Regulations section 80054\(g\)\(1\) and \(g\)\(2\)\(B\)](#)
- (9) Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013). [Education Code Section 44270.1 \(a\)\(3\)](#) and [Title 5 of the California Code of Regulations section 80054\(d\)\(3\)\(A\)](#)

Professional Clear Administrative Services
(Adopted 2001)

IMPORTANT NOTE: These preconditions only apply to the Professional Clear standards-based programs. They do not apply to the Professional Clear guidelines-based programs. All Professional Clear programs will expire on July 1, 2015 and no additional candidates may enroll after that date. The last date to recommend candidates based on completion of a Tier II Standards or Guidelines program will be June 30, 2017.

- (5) **Initial Employment Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. [*Education Code Section 44270\(b\) and 44270.1\(a\)\(2\)*](#)
- (6) **Prerequisite Credential.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. [*Education Code Section 44270.1\(a\)\(1\)*](#)
- (7) **Individualized Induction Plan.** An entity that operates a program for the Professional Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (professional credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. [*Education Code Section 44270.1\(a\)\(3\)*](#)
- (8) **Non-university Activities Option.** A college or university that operates a program for the Professional Clear Administrative Services Credential may allow approved non-university activities to be included in the professional credential induction plan in consultations among the candidate, employer's representative and university representative. [*Education Code Section 44270.1\(a\)\(3\)*](#)
- (9) **Administrative Experience Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. [*Education Code Section 44270.1\(a\)\(2\)*](#)
- (10) **Inclusion of University Coursework.** An entity that operates a program for the Professional Clear Administrative Services Credential shall ensure that the professional credential induction plan developed for each candidate includes university coursework among the required professional development activities. [*Education Code Section 44270.1\(a\)\(3\)*](#)

Pupil Personnel Services

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

- (a) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.
- (b) Credit for successful completion of a program of study for the **school counselor specialization** shall be: Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours of post baccalaureate study.
- (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.
- (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.
- (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.

Preconditions for Other Related Services Credentials

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Other Related Services Credentials listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional preconditions.

Preliminary Speech-Language Pathology

- (5) 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.

Clear Speech-Language Pathology

- (5) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:
- (a) The Candidate has a Preliminary Speech-Language Pathology Services Credential.
 - (b) The Candidate has achieved a passing score, as determined by the American Speech-Hearing-Language Association's certification requirements on the Educational Testing Services' national teachers' Praxis series written test in speech-language pathology or a successor exam.
 - (c) The Candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

Preconditions for Clinical Rehabilitative Services Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Clinical or Rehabilitative Services Programs. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions, as well as these additional preconditions.

Audiology

- (5) The program for the Clinical Rehabilitative Services Credential in Audiology must require that candidates complete 30 of the 36 semester credit hours of professional coursework in graduate units, including at least 21 hours in the professional area for which the credential is sought. In addition, candidates must complete a minimum of 30 of the 36 semester credit hours of coursework in audiology and a minimum of 6 of the 36 semester credit hours of coursework in speech and language. The 36 credit hours must include the following coursework:
- (a) At least 6 semester hours in hearing disorders and hearing evaluation.
 - (b) At least 6 semester hours in habilitative/rehabilitative procedures with individuals who have hearing impairment.
 - (c) At least 6 semester hours in speech-language pathology, including at least 3 hours in speech disorders, and at least 3 hours in language disorders unrelated to hearing impairment.
 - (d) A maximum of 6 academic semester hours associated with clinical practicum may be counted toward the 30 graduate hours but may not be counted toward the required 21 graduate credits in audiology.
- (6) The program for the Clinical Rehabilitative Services Credential in Audiology must require candidates to complete at least 100 hours in a public school setting or its equivalent, at least 50 of which must be in the selection and use of amplification and assistive devices for children. Both direct and indirect services may be counted under treatment for hearing disorders.

Orientation and Mobility

There are no preconditions specifically for Orientation and Mobility Programs. However, programs must address the 10 General Institutional Preconditions and the 4 Program Specific Preconditions.

Special Class Authorization

- (5) The program for the Special Class Authorization must require that each candidate hold a current Clinical Rehabilitative Services Credential in Language and Speech or an earlier California credential that authorizes the provision of itinerant speech and language services in the public schools.
- (6) The program for the Clinical Rehabilitative Services Credential with a Special Class Authorization must require that all candidates fulfill the Preliminary core requirements for the Education Specialist Credentials.
- (7) The program for the Clinical Rehabilitative Services Credential in Language and Speech with a Special Class Authorization must require that all candidates complete a minimum of 100 hours of teaching in a class for students with speech and language impairments under the supervision of a master teacher with the Special Class Authorization or its equivalent.

IMPORANT NOTE for Special Class Authorization Program Sponsors

The requirements for the Special Class Authorization have been updated to include satisfaction of the subject-matter competence, reading, and English learner requirements to align with other special education teaching authorizations on the Education Specialist Credential as well as No Child Left Behind compliance. While many Commission-approved programs and employers currently require individuals to meet the updated requirements, individuals will be held to completion of these requirements to earn the SCA effective issuance date July 1, 2012 or later.

Preconditions for Other Services Credentials

The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Other Services Credentials listed below. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions, as well as these additional preconditions.

Teacher Librarian

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

School Nurse Services

There are no preconditions specifically for School Nurse Programs. However, programs must address the 10 General Institutional Preconditions and the 4 Program Specific Preconditions.