CTC Preconditions Report

Preliminary Single Subject Program-Specific Preconditions

PRECONDITION	EVIDENCE REQUIREMENTS	PROGRAM RESPONSE
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).*	Link to course sequence within a handbook, website, or other authentic program documentation that shows how the program will be completed in no more than two years of full-time study at the institution (or the equivalent). ***Clarification of Program Precondition 1:*** 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.	**Single Subject Credential Program Response:** Please see the Single Subject Credential Program's website's SSCP Program Overview with drop down Courses and Course Sequence Tab. All nine subject areas within the Single Subject Credential Program (SSCP) can be completed within two years of full-time study. The SSCP requires a 3-unit pre-requisite course, between 9 and 12 units of co-requisite courses (depending on how the Level 1 Technology requirement is met), 15 units of required core courses in various aspects of teaching methods and practices, and 15 units of student teaching. The science credential program requires only 9 units of co-requisite courses, but 16 units of required core courses as the aforementioned Level 1 Technology requirement is met in a 4-unit science methods course.

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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 effective methods of English language development as required by Program Precondition 3. *Reference: Education Code Section 44320 (a).*	*For District Intern only programs: a response is not required.* Link to course sequence within a handbook, website, or other authentic program documentation that shows that no more than nine semester units (or twelve with EL instruction) of credential preparation courses are completed before candidates begin student teaching* experiences in a classroom or school. ***Clarification of Program Precondition 2*** *Student Teaching, **for the purposes of this Precondition**, is defined as program-coordinated 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.	**Single Subject Credential Response:** Fieldwork in our Multiple and Single Subject programs is embedded across the arc of the program with students participating in three phases of clinical practice (Clinical 1, 2, and 3), which are defined as follows: Clinical 1 – Pre-Admission/Early Fieldwork, Clinical 2 – Pre-Student Teaching, Clinical 3 – Student Teaching. Single Subject Credential Program Response: Fieldwork for the Single Subject Credential Program is delivered through the three phases of clinical practice as follows: · In the preadmission phase, candidates complete a 3-unit Introduction to Teaching course specific to each of our nine subject areas (EDSS 300 A-S). In EDSS 300 (A-S), candidates complete 45 hours of fieldwork. These 45 hours are divided into three modules that require 15 hours of observation each. Each module presents a different question of inquiry that addresses and scaffolds specific aspects of teaching practice and is completed with the support of CSULB faculty and demonstration secondary teachers in their specific subject area. · Once admitted into the SSCP, candidates must complete 12 (13 in the case of the Science Program) out of the 15 (16 in the case of the Science Program) required units of core professional preparation courses, which require 70 hours of pre-student teaching/clinical fieldwork in total, in order to be eligible for advancement into the culminating field work experience, which is called student teaching in the Single Subject Credential Program. The 70 hours of pre-student teaching clinical fieldwork takes place as follows:

		o EDSE 435 (Intercultural Education) has 1 inquiry module of 15 hours of clinical fieldwork o EDSE 436 (Curriculum and Instruction) has 1 inquiry module of 15 hours of clinical fieldwork o EDSE 458/459 (Literacy in Secondary Classrooms) has 1 inquiry module of 15 hours of clinical fieldwork o EDSS 450 A-S (Teaching Methods) is taught specific to each subject area and has 2 inquiry modules of 25 hours of clinical fieldwork in total Again, each module presents a different question of inquiry that addresses and scaffolds specific aspects of teaching practice and is completed with the support of CSULB faculty and demonstration secondary teachers in the candidate's specific subject area. In the aforementioned preparation courses, fieldwork entails not only observation, but also instructional interactions with students in the secondary classrooms. After completion of the four core preparation courses, candidates advance to the culminating field work experience, which is called student teaching in the SSCP. Student teaching is 15 units and encompasses 500 hours of classroom co- and solo teaching in subject specific classrooms. EDSE 457 addresses the study of alternative methods of English language development; hence, the SSCP is in compliance with the 12-unit coursework limit prior to advancement to student teaching. To promote the understanding of literacy in discipline specific contexts, EDSE 457 sections are divided between those for candidates in STEM and Arts/Humanities disciplines. While the science program has 13 units (inclusive of EDSE 457) of preparation

		coursework, as noted above, the additional educational technology unit embedded in EDSS 450C is a program co-requisite.

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3. Literacy Instruction The program includes the study of effective means of teaching literacy, in accordance with 44259 (b) (4) (A) and (B).	*For currently approved Preliminary Multiple/Single Subject programs submitting Preconditions in years 1 and 4 of the accreditation cycle:* Provide links to syllabi that show when and how candidates will learn and demonstrate knowledge required in Education Code Sections 44259 (b) (4) (A) and (B). Below is an excerpt from the statute. Please refer to the following link to see the full language of the statute: Education Code Sections 44259 (b) (4) (A) and (B). A. ...comprehensive reading instruction that is research based and includes all of the following: a. The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills. b. A strong literature, language, and comprehension component with a balance of oral and written language. c. Ongoing diagnostic techniques that inform teaching and assessment. d. Early intervention techniques.	Candidates learn and demonstrate knowledge of Program Standard 7 and Teaching Performance Expectation 7 across the arc of the program. The syllabi below show how TPE #7 is introduced, practiced, and assessed in multiple courses: ● EDSP 355B ● EDSE 435 ● EDSE 436 ● EDSE 458/459 ● EDSS 300 ● EDSS 450 ● EDSS 473 ● EDSS 472A-C

	e. Guided practice in a clinical setting. B. ... "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics... *For institutions working on an Initial Institutional Approval (IIA) or Initial Program Review (IPR) program proposal:* Information on this precondition will be included in the submission for Program Standard 7 and TPE 7. No further evidence is required.	

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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).*	Response required only for UC/CSU Link within a handbook, program website, or other authentic program documentation that indicates this policy. ***Clarification of Program Precondition 4*** Program Precondition 4 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	**Single Subject Credential Program Response:** Undergraduate students are allowed to enroll in any pre-requisite or co-requisite course in preparation for admission to the Single Subject Credential Program (SSCP). Undergraduate students who have been admitted to the SSCP provisionally (i.e. subject matter requirements in their discipline have not been completed) or fully (i.e. subject matter requirements in their discipline have been met) are allowed to enroll in any core professional preparation course.

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5. Assessing Candidates for Subject Matter Competence The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes: ● Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a), Title 5 Code of Regulations §80096. ● Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify the candidate of that standing.	1. Link within a handbook, website, or other authentic program documentation that indicates how candidates are provided with clear and accurate information about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a), Title 5 Code of Regulations §80096. This evidence may be within any current authentic candidate materials where requirements are listed. 2. Evidence of the program's process for completing the assessment of a candidate's standing in relation to demonstration of the subject matter competence requirement and providing candidates with notification of their standing within 60 days of their admission to the program. This notification should include reference to how the candidate has completed the requirement or next steps to completion.	**Single Subject Credential Program Response:** Prior to Single Subject program admission, and while enrolled in EDSS 300A-S, candidates meet with their subject area advisors to review their transcript and discuss all available pathways for meeting subject matter competency via coursework, exam or a combination of both. Candidates' completion or progress toward completion of subject matter competency is recorded in the online application platform MyCED. Candidates that are meeting subject matter competency via coursework will also have a subject matter competency coursework grid uploaded to their MyCED application showing coursework completed and remaining coursework needed to meet subject matter competency prior to student teaching. ~~for a transcript analysis to assess progress toward meeting the subject matter requirement through coursework in the subject matter preparation programs.~~ Those with evidence of meeting subject matter competency are ~~progress are~~ fully admitted. Those who cannot demonstrate completion of subject matter ~~progress~~ at that time are provisionally admitted and advised to either continue and complete coursework or prepare for and pass the CSET examinations. Program applicants will indicate their subject matter status on the program application in MyCED and include their Single Subject Advisement Confirmation Program Planner. Program applications are reviewed by a Student Services Professional staff advisor to ensure the candidate has submitted the correct documentation and that the subject matter status is correct in MyCED. Subject Matter Competency

		and full admission must be established prior to submitting a student teaching placement application, which takes place the semester prior to student teaching. Candidates will submit proof of subject matter competency with the student teaching application. These expectations are outlined in the SSCP Overview for Program Admission webpage and SSCP Candidate Admission Handbook.

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6. Demonstration of Subject Matter Competence* The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school. Candidates enrolled in an integrated undergraduate teacher preparation program may begin the daily whole class instruction portion of their student teaching experience before meeting the subject matter requirement. However, all candidates must meet the subject matter requirement before being recommended for their preliminary teaching credential.	Link to tracking materials, checklists, or other authentic program documentation that shows how the program assures that each candidate has demonstrated subject matter proficiency before being given daily whole class instructional responsibilities. The evidence should be clear about when, in the program, demonstration of subject matter occurs. Please indicate if your student teaching program includes an integrated undergraduate teacher preparation pathway; no additional response is needed for that pathway. For all other pathways, a response is required.	**Single Subject Credential Program Response:** Candidates in the Single Subject program must satisfy subject matter competency via one of the five pathways available. ~~either complete one of CSULB's Commission-approved subject matter programs, another Commission-approved program, or the appropriate CSET exam prior to advancing to student teaching.~~ The Single Subject Credential Program website provides detailed information about the options available to meet subject matter competency and the requirements to advance to student teaching. The information provided includes an overview of the application process and student teaching experience. Candidates will submit a Student Teaching Application via DocuSign with documentation that all requirements, including subject matter competency have been met prior to beginning student teaching semester. ~~view a checklist with specific instructions and~~

a. For Education Specialist programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods: 1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259 (b)(5)(A)(i). 2. Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii). 3. Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259		~~requirements that must be met and submitted. This checklist requires evidence of passing all parts of the appropriate CSET or official proof of completion of a CTC approved Subject Matter Preparation Program to the Student Success & Advising Center.~~ The Single Subject Student Teaching Application is reviewed by a Student Services Professional or Credential Analyst staff advisor through the Student Success and Advising Center (SSAC) ensuring that the candidate has submitted the correct documentation to prove subject matter competency. A credential analyst will complete an evaluation of the documentation to ensure that the candidate has the appropriate subject matter prior to beginning student teaching. The credential analyst will provide the candidate with a personalized Single Subject Credential Evaluation.

(b)(5)(A)(iii), Title 5 Code of Regulations §80096. 4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable. 5. A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. Education Code 44259 (b)(5)(A)(v), 44282 (b), Title 5 Code of Regulations §80096.		

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7. Completion of Requirements A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8). ● Possession of a baccalaureate or higher degree for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate degree in a subject other than in professional education from a regionally accredited institution ● Completion of Basic Skills Requirement (met by possession of a baccalaureate degree as indicated above) ● Completion of an accredited professional preparation program ● Completion of the subject matter competence 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)	Link to evidence (tracking materials, checklists, or other authentic program documentation) that shows the tracking process followed by the program to assure that each candidate has completed each legal requirement of the credential. If this credential recommendation tracking process is housed in an internal database, screenshots of the process can be provided.	A complete list of Credential Completion Requirements for all credential candidates, including Multiple and Single Subject Credential Program candidates, is available for review on the Credential Center website. Candidates in all pathways of the Single Subject Credential Program are required to establish a file in the Credential Center. A credential analyst will review all documents submitted and official transcripts within the CSULB Peoplesoft System. The candidate will receive a Credential Evaluation Information and a Preliminary Credential Evaluation Request Form for their specific pathway, which informs them of their current program status and explains they must complete all requirements on their personal credential evaluation for credential eligibility. The candidates receive the initial credential evaluation upon application, and an updated evaluation during their final semester. Each semester, a credential analyst from the Credential Center will provide the student teachers with a Preliminary Credential Application and Information Presentation which includes details on how/when they should be applying for their credential. When a candidate has completed their credential program and all requirements, they visit the

		Credential Center website for application instructions. A credential analyst will confirm that the candidate has completed the following requirements prior to credential recommendation: • Baccalaureate or higher degree for Preliminary Multiple Subject credential candidates and for Preliminary Single Subject Candidates, possession of a baccalaureate degree in a subject other than in professional education from a regionally accredited institution. • Completion of the Basic Skills Requirement • Completion of an accredited professional preparation program • Completion of the appropriate subject matter • Demonstration of knowledge of the principles and provisions of the Constitution of the United States • Passage of the CalTPA