

Section III. Teaching and Service Credentials

The College of Education offers programs which lead to teaching, specialist, and services credentials. Students who desire to seek a credential should consult with departmental advisers in order to determine their status and needed requirements. Information on these credentials is available in the Future Teachers Center, ED 107.

The College of Education has obtained approval for programs leading to the following credentials:

Approved Credential Program	School Service Authorized
1. Multiple Subject *	Teach in any self-contained classroom, kindergarten through twelfth grade.
2. Multiple Subject Cross-Cultural Language and Academic Development (CLAD) emphasis*	Teach in self-contained classrooms and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD), kindergarten through twelfth grade.
3. Multiple Subject Bilingual Cross-Cultural Language and Academic Development (B/CLAD) emphasis: Spanish**	Teach in self-contained classrooms and in primary language and English, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE).
4. Single Subject*	Teach single subject area in grades kindergarten through twelve.
5. Single Subject Cross-Cultural Language and Academic Development (CLAD) emphasis*	Teach single subject area in grades K-12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).
6. Single Subject Bilingual Cross-Cultural Language and Academic Development (B/CLAD) emphasis: Spanish**	Teach single subject area in primary language and English in grades K-12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).

* See School of Teacher Education, ED-100, (619) 594-6131 for more information.

** See Department of Policy Studies in Language and Cross-Cultural Development, ED-152, (619) 594-5155 for more information.

Specialist Credentials

Reading/Language Arts
 Special Education:
 Education Specialist Credential for the Deaf and Hard of Hearing (Department of Communicative Disorders)
 Early Childhood Special Education
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
 Physical and Health Impairments

Service Credentials

Administrative Services
 Clinical – Rehabilitative Services (Department of Communicative Disorders)
 Health – School Nurse Services (School of Nursing)
 Pupil Personnel Services:
 Child Welfare and Attendance (School Social Work)
 School Counseling (Department of Counseling and School Psychology)
 School Psychology (Department of Counseling and School Psychology)
 School Social Work (School of Social Work)

Specialist Certificates

Bilingual Cross-Cultural Language and Academic Development (BCLAD)
 Cross-Cultural Language and Academic Development (CLAD)
 Developing Gifted Potential
 Early Childhood Special Education
 Resource Specialist of Competence
 Supported Employment and Transition Specialist
 Teaching the Emotionally Disturbed/Behaviorally Disoriented

Conditional Graduate Standing (Classified, Credential Only)

A student wishing to be admitted to a program of study leading to a credential in professional education who meets the criteria specified under General Admission Requirements but who has deficiencies for unconditional classified admission to the department's credential program may be granted conditional graduate standing (classified, credential only), if the deficiencies can be met by specific additional preparation, including qualifying examinations. No more than 18 semester units may be assigned to satisfy deficiencies in prerequisite education and subject matter competency coursework and all coursework must be met within one year (three academic terms: Fall, Spring, Summer) from the time of initial enrollment unless written documentation of specific subject matter deficiency can be provided by the designated campus adviser. Once the conditions established by the department, school, or college have been met, the student should confirm that a change of status has been updated through the sponsoring departmental office for cross-campus records.

Information Applicable to Both CLAD and B/CLAD Multiple Subject and Single Subject Credentials

Departmental admission to either the B/CLAD Multiple Subject or Single Subject credential program does not constitute admission to the university. Candidates who are entering the university for the first time, or who have graduated or who are graduating, and are planning to re-enroll for the credential program must file a separate application for admission to the university during the regular university application period.

Students Who Seek to Complete a Credential

Teachers with Preliminary B/CLAD Multiple Subject or Single Subject credentials who are working toward Professional Clear certification may have individual programs designed to meet their needs and interest areas. Arrangements for evaluation of college credit and program design can be made through the Credentials Office, ED-151, (619) 594-5964.

A student transferring into San Diego State University to complete requirements for either the Preliminary or Professional Clear B/CLAD Multiple Subject or Single Subject credential must complete a minimum of six units of professional education coursework in residence at SDSU in order to be recommended for certification regardless of the extent of education work completed at other institutions.

Evaluation of Credits

After an interval of five years, courses in education are reevaluated and subject to reduction in credit, in light of new requirements and changes in educational procedures. All courses taken either at this University or elsewhere must be approved by an official adviser in order to be credited toward meeting credential requirements or pattern requirements for a degree.

GPA Requirements For Continuation in B/CLAD Multiple Subject/Single Subject Credential Programs

A grade point average of 3.0 must be maintained each semester to permit a student to continue in the B/CLAD Multiple Subject and Single Subject credential programs.

Supplementary Authorizations

With completion of additional units in certain curriculum areas, both B/CLAD Single and Multiple Subject teachers can be granted supplementary authorizations to teach in generalized areas in middle and junior high schools (e.g., Introductory English). Single subject teaching credential candidates can also be granted supplementary authorizations to teach in specialized areas K-12 (e.g., psychology). Information on requirements for these supplementary authorizations is available through the Credentials Office, ED-151.

The College of Education basic teaching credential programs are being modified to meet new standards and regulations. Contact the individual department for revised program information.

Multiple Subject Credential (Elementary Education)

(Credential Code: 00200)

Multiple Subject–Professional Clear Credential

Persons interested in teaching in the traditional elementary school will typically pursue the Multiple Subject credential which authorizes teaching service in self-contained classrooms in preschools, grades K-12, and in classes organized primarily for adults (classrooms in which one teacher is responsible for all the subjects commonly taught). Recommendation for this credential requires:

1. A baccalaureate or higher degree.
2. Completion of an approved program of professional education, including student teaching and coursework in reading methods with a grade point average of 3.0 or higher.
3. Basic skills competency as demonstrated through passing scores on the California Basic Educational Skills Test (CBEST).
4. Demonstrated subject matter competency through completion of an approved waiver program (Liberal Studies) or passing scores on the PRAXIS Multiple Subjects Assessment for Teachers (MSAT) (must have scores taken within five years prior to recommendation).
5. Demonstrated knowledge of the principles and provisions of the United States Constitution through successful completion of a three-unit collegiate-level course or examination. (Courses are listed in General Catalog section on "Graduation Requirements," IV. American Institutions Requirement, B.2. United States Constitution.)
6. Knowledge of health education in California, including substance abuse and nutrition: Community Health Education 101 or 920, and verification of CPR competency.
7. Demonstrated knowledge of the Individuals with Disabilities Act. Needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming): Special Education 500 or Teacher Education 526.
8. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy): Educational Technology 470.
9. Completion of a fifth year of study (30 units of upper division or graduate-level coursework completed *after* issuance of the baccalaureate degree; coursework in professional preparation, including student teaching, may apply if completed after the baccalaureate degree).

The Professional Clear Multiple Subject credential is valid for five years and requires completion of a minimum of 150 hours of approved professional growth activities and 90 days of teaching-related activities in order to be renewed.

Multiple Subject (Elementary)–Preliminary Credential

Candidates may be recommended for Preliminary Multiple Subject teaching credentials when they have satisfied requirements 1, 2, 3, 4, and 5 listed above. Applicants whose academic programs allow them to meet these requirements concurrently with their baccalaureate degrees will be eligible for preliminary certification. The Preliminary credentials have the same teaching authorizations as the Professional Clear credentials and are valid for five-year periods. Holders of the Preliminary credentials must complete items 6, 7, 8, and 9 within that five-year time period in order to be renewed as Professional Clear credentials. Five-year preliminary credentials may not be extended without completion of the additional requirements within the original five years of issuance.

NOTE: *Undergraduate students in the Multiple Subject credential program may register for concurrent postbaccalaureate credit in their final semester prior to obtaining a baccalaureate degree as explained in the section of this catalog on "General Regulations."*

Admission Standards and Qualifications for the Multiple Subject Credential Program

Candidates for the Multiple Subject Credential Program must satisfy the standards and qualifications listed below and submit complete application packets to the School of Teacher Education, ED 100. Contact the School of Teacher Education for application dates.

Completed application packets will include items verifying satisfaction of the following:

1. **CBEST Examination.** Students must pass the California Basic Educational Skills Test (CBEST) **prior to admission** to the Multiple Subject credential program. Registration information and materials for the CBEST are available in the lobby of the Education building. Candidates are urged to take this examination as early as possible. Candidates are required to submit a photocopy of the individual score reports.
2. **Subject Matter Competency.** Students must verify completion of subject matter competency in diversified subjects commonly taught in self-contained classrooms prior to admission to the Multiple Subject Credential Program. This may be done through successful completion of the Liberal Studies major, Emphasis in Education or its equivalent at another California teacher-training institution or passing scores on the PRAXIS Multiple Subject Assessment for Teachers (MSAT). Test scores submitted for verification of subject matter competency are valid for five years from the date of the examination and must be valid at the time of recommendation for the credential. Registration information and materials for the PRAXIS are available in the lobby of the Education building.
3. **Prerequisite Courses.** These courses or approved equivalents must be completed with grades of "C," "CR," or higher no more than five years prior to admission to the Multiple Subject Credential Program. The courses may be in progress at the time of program application.
 - a. **Education 451, "Introduction to Multicultural Education,"** This course provides an introduction to ethnicity, language, and culture in education, particularly the ways in which those factors differentially affect educational outcomes for children. The course assists in preparing teacher applicants to work with students from diverse backgrounds by examining both societal and personal belief systems and the ways that those beliefs are expressed in public school classrooms.
 - b. **Mathematics 210, "Number Systems in Elementary Mathematics."** This course covers pre-number concepts; development of whole numbers, integers, and their operations; number theory; geometric concepts of two and three-dimensional spaces; problem-solving strategies. With approval of the mathematics adviser, any of the following courses may be substituted for Mathematics 210: Mathematics 121, 150, 312.

Candidates are required to submit unofficial transcripts from SDSU and official transcripts from all other colleges and universities attended including any current coursework-in-progress to verify completion of or enrollment in these courses.

4. **Grade Point Average.** Candidates must have attained a grade point average of at least 2.67 in all baccalaureate and postbaccalaureate coursework or a grade point average of at least 2.75 in the last 60 semester units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial transcripts for SDSU coursework for GPA calculations.
5. **Letters of Recommendation.** Candidates must submit two letters of recommendation from individuals who know the candidate well (but are not related by blood or marriage) and who can comment directly on factors such as the candidate's qualifications for a teaching career in a multicultural setting, work or educational experiences, experience teaching or supervising students or other groups of individuals, personal character, and/or potential for success as a teacher. The signed letters may be hand carried and do not need to be confidential or in sealed envelopes, but must be on letterhead stationery (name, address, and phone number of sender included.) If the letters are not on letterhead, the name, address, and phone number of the sender must be typed on the letter.
6. **TB Clearance.** Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMO's, or public health agencies.
7. **California Certificate of Clearance.** This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. In lieu of the actual Certificate of Clearance or copy of a valid credential, candidates may submit their clearance application packets and fees concurrently with program applications.
8. **Early Field Experience.** Candidate must successfully complete a minimum of 30 hours of observation and participation in a "regular" classroom in public elementary schools. This documented through the Early Field Experience Guide – Multiple Subject available in the SDSU Bookstore in the book stacks under "Teacher Education" or for mail delivery by calling (619) 594-7535. The guide is also available for downloading from the School of Teacher Education Web site at:
<http://www.edweb.sdsu.edu/STE/teachcred.htm>.
 Either the original or a photocopy of the Early Field Experience Guide must be turned in as part of the application to the credential program.
9. **Personal Narrative.** The narrative should address the following items:
 - a. The candidate's interest in and motivation for a teaching career in a multicultural setting;
 - b. The candidate's personal background and experience in working with children in multicultural settings;
 - c. Other experiences personally considered important in the teacher preparation process;
 - d. Any abilities, knowledge, skills, or experience that will enhance the candidate's effectiveness as a teacher (e.g., ability to speak another language, play a musical instrument, use technologies, or experience working with individuals with disabilities or special needs).

Further information on the personal narrative is available in the School of Teacher Education, ED-100.

10. Appeals Process. Candidates who do not meet all the admissions requirements may petition the Multiple Subject Admissions and Retention Committee for individual consideration; petition forms must be submitted concurrently with the application packets.

In addition to the minimum admissions standards identified above, the Multiple Subject Admissions and Retention Committee also may consider qualifications such as previous teaching experience, relevant working experience with children, and second language ability. Due to the number of applicants, application to the program does not ensure admission.

NOTE: *Appointments for discussion of individual concerns relative to the credential program may be made with the Multiple Subject Credential Program Adviser during the academic year through the School of Teacher Education, ED-100, (619) 594-6131. All candidates are urged to attend one of the regularly scheduled group advising sessions prior to making an individual appointment.*

Multiple Subject Credential with a Cross-Cultural, Language and Academic Development Emphasis (CLAD)

(Credential Code: 00200)

The program of study leading to the Multiple Subject Credential with an emphasis in Cross-Cultural, Language, and Academic Development (CLAD) prepares candidates to teach in classrooms serving the increasing number of children in our schools in situations where bilingual teachers are not available. The CLAD program provides candidates with more training than basic credential candidates in three areas: language acquisition/development, culture, and pedagogical strategies for English language development. This credential will help meet the critical shortage of bilingual teachers in California public schools by preparing entry level teachers to deliver specially-designed academic instruction in English promoting both language development and academic success in all content areas.

Candidates recommended for the Multiple Subject Teaching Credential with a Cross-Cultural, Language and Academic Development Emphasis (CLAD) must meet all the requirements for the Multiple Subject Preliminary Credential and satisfy the admission standards and qualifications for the Multiple Subject Credential program listed above. In addition, they must complete the following requirements:

1. **Experience Learning a Second Language**
 Six semester units of college coursework in a second language or equivalent experience such as three years of high school foreign language, Peace Corps training and service or residence in a non-English speaking country.*
2. **Prerequisite Course**
 Education 4513 units
3. **Corequisite Courses**
 Education 516 1 unit
 Policy Studies in Language and Cross-Cultural
 Education 915A.....3 units
 OR
 Linguistics 550.....3 units

* Already required for Liberal Studies major and some Single Subject majors.

Multiple Subject Bilingual Cross-Cultural Language and Academic Development (B/CLAD) Emphasis Credential: Spanish

(Credential Code: 00200)

The Multiple Subject Bilingual Cross-Cultural Language and Academic Development credential (B/CLAD) Spanish emphasis is available to students interested in teaching in a bilingual credential elementary school classroom. This credential authorizes the holder to

teach in any self-contained bilingual or regular classroom in which one teacher is responsible for all the subjects commonly taught in the elementary schools.

With the passage of Proposition 227, requiring all students in public schools be taught in English unless a school has received a waiver, the Policy Studies Department and the College of Education remains committed to the training of teachers for the B/CLAD credentials. The B/CLAD credentials meet all of the requirements of the CLAD credential. The B/CLAD credential remains as the most desirable credential in California. Furthermore, the University is committed with developing leaders in cultural, economic, educational, scientific, social, and technical fields, as well as addressing the linguistic diversity of school communities. The University is primarily responsive to the people of California, as well as to the needs of the regional, national, and international communities it serves.

Candidates who will pursue this credential need to specify “**Multiple Subject B/CLAD/Spanish emphasis**” in the application for graduate admission to SDSU (Code: 00200). Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the Policy Studies in Language and Cross-Cultural Education Department (department applications are available from the Campus Bookstore).

1. Two sets of official transcripts in sealed envelopes from each issuing institution;
2. Complete department application (copy of scores for CBEST/ Spanish Proficiency Examination/MSAT or Portfolio, TB test results, letters of recommendation, early field experience, character and identification clearance, autobiography/goals and philosophy).

Mail or deliver your complete department admissions package to:
 Policy Studies in Language and Cross-Cultural
 Education Department
 San Diego State University
 San Diego, CA 92182-1152

Standards for Admission

1. **CBEST.** Students must pass the California Basic Educational Skills Test prior to admission to the B/CLAD credential program. This examination is required by the Commission on Teacher Credentialing. Booklets containing registration forms and test information are available from the Test Office in SS-2549, (619) 594-5216. Call the PLC department for additional information on the CBEST.
2. **Major.** The Liberal Studies major, Emphasis in Education may be selected in preparation for the teaching credential. Students who have academic majors other than liberal studies are required to pass the commission-approved PRAXIS Multiple Subject Assessment for Teachers (MSAT). Candidates are urged to take this examination as early as possible. This is a prerequisite for admission into the B/CLAD Multiple Subject program. These scores must have been received within five years prior to recommendation. Information may be obtained through advisers in the Policy Studies in Language and Cross-Cultural Education Department (PLC), ED-152, and registration materials are available in the lobby of the Education building.

3. Prerequisite Courses.

Policy Studies in Language and	
Cross-Cultural Education 515	3 units
Education 451	3 units
Exercise and Nutritional Sciences 241A, 241B	2 units
Linguistics 420* or 520	3 units
Linguistics 452*	3 units
Linguistics 550 or Policy Studies in Language	
and Cross-Cultural Education 915A	3 units
Mathematics 210** or 211 or 313	3 units

Art 100 or 101 or 387; Music 102 or 343;
 Theatre 100 or 120 or 310 or 315 3 units

* Linguistics 420 and 452 are requirements for the Liberal Studies major.
 ** With approval of the mathematics adviser, any of the following mathematics courses may be substituted for Mathematics 210: Mathematics 121, 150, 312.

4. **Grade Point Average.** Candidates must have cumulative grade point averages (GPAs) within the upper one-half of undergraduate students in the candidates' majors. GPAs vary according to discipline and graduating institution. GPA requirements are available in the Policy Studies in Language and Cross-Cultural Education Department (PLC), ED-152. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations.
5. **Letter of Recommendation.** Two professional references and one letter of recommendation must be submitted attesting to the applicants following characteristics: (a) attitude, aptitude and ability to teach children; (b) personality and character; (c) academic ability. At least one letter should be from an elementary school teacher the student has worked with and the others may be from faculty and administrators.
6. **Tuberculin Clearance.** Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.
7. **Early Field Experience.** Applicants must provide evidence of a minimum of 60 hours of experience with students in typical elementary classroom settings within the last five years. Evidence must be documented.
8. **Oral English and Written Statement of Professional Goals and Philosophy.** Have an interview with the admissions and retention committee of the PLC Department.
9. **California Certificate of Clearance.** This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. In lieu of the actual Certificate of Clearance or copy of a credential, candidates may submit their clearance application packets and fees to the Credentials Office, ED-151.
10. **Credential Advising Appointment.** Each applicant must meet with a faculty adviser to plan an appropriate program, which includes a minimum of 31 units as defined by the Commission on Teacher Credentialing. Make appointment in ED-152, telephone (619) 594-5155.
11. **Language and Culture Examination.** All candidates must pass the PLC Department Spanish Language Proficiency and Cultural Awareness Examination prior to entering the credential program. Please call (619) 594-3218.
12. **Reading Instruction Competence Assessment (RICA).** California Education Code Section 44283 requires that candidates for the preliminary or clear credential multiple subject pass this RICA requirement. The purpose of this assessment is to ensure that the candidate possess the knowledge and skills important for the provision of effective reading instruction to students. The RICA requirement applies to candidates who did not complete all credential requirements prior to October 1, 1998. Candidates must have passed the RICA in order to be able to file for the credential.

13. Appeals Process. Candidates who do not meet all the admission requirements may petition the PLC Department Admissions and Retention Committee for individual consideration; petition forms must be submitted concurrently with the application packets.

14. Application. Applicants should complete application procedures the semester prior to beginning the credential program. Call the department for Policy Studies application deadline.

In addition to the minimum admissions standards identified above, the PLC Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children. Due to the number of applicants, application to the program does not ensure admission.

Program*	Units
PLC 901 Professional Portfolio I (Cr/NC)	1
PLC 902 Professional Portfolio II (Cr/NC)	1
PLC 910 Teaching Mathematics to Bilingual Elementary Students	3
PLC 911 Teaching Social Studies to Bilingual Elementary Students	3
PLC 912 Teaching Science to Bilingual Elementary Students	3
PLC 923 Psychological Foundations of Education and Bilingual Students	3
PLC 931 Skills in Teaching Reading to Bilingual Elementary Students	3
PLC 932 Teaching Spanish Language Arts to Bilingual Elementary Students	3
PLC 960 Student Teaching Seminar for Bilingual Elementary Students	6
PLC 961 Student Teaching for Bilingual Elementary Students	8
PLC 962 Student Teaching for Elementary Bilingual Students II	8

* Credential requirements may change under SB 2042. Contact department for details.

Preliminary Credential Requirements

1. A bachelor's degree (or higher) with any major other than education.
2. Completion of an approved program of professional education. (See Department of Policy Studies in Language and Cross-Cultural Education for further information.)
3. Passage of PRAXIS Multiple Subject Assessment for Teachers (MSAT) or approved waiver program (Liberal Studies major, Emphasis in Education).
4. Passage of the Spanish Language Proficiency and Cultural Awareness Examination.
5. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on "Graduation Requirements," IV. American Institutions Requirement, B.2. United States Constitution.
6. Passage of California Basic Educational Skills Test (CBEST).
7. Passage of Reading Instruction Competence Assessment (RICA) Test.

Clear Credential Requirements

1. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level postbaccalaureate units).

2. Coursework/fieldwork to satisfy the Individuals with Disabilities Act. Needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming): Special Education 500 or Teacher Education 526.
3. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy): Educational Technology 470.
4. Knowledge of health education in California, including substance abuse and nutrition: Community Health Education 101 or 920, and verification of CPR competency.
5. Candidates are required to verify cardiopulmonary resuscitation.

The Professional Clear Multiple Subject credential is valid for five years and requires completion of a minimum of 150 hours of approved professional growth activities and 90 days of teaching-related activities in order to be renewed.

**Single Subject Credential
(Secondary Education)**

(Credential Code: 00100)

Single Subject–Professional Clear Credential

Persons interested in teaching in the traditional secondary school will typically pursue the Single Subject credential which authorizes teaching service in departmentalized, subject matter classrooms in preschools, grades K-12, and in classes organized primarily for adults (classes where instruction is provided in only one subject). Candidates must verify subject matter competency in one of the following subject fields:

**ACCEPTABLE SINGLE SUBJECT CREDENTIAL
AREAS AND APPLICABLE MAJORS**

English: Communication, Comparative Literature, English, Journalism, Linguistics, Theatre

Foreign Languages: Classics (Latin), Spanish

Science: Biology, Chemistry, Geological Sciences, Physics

Mathematics: Mathematics

Music: Music

Physical Education: Kinesiology (Specialization in Physical Education)

Social Science: Social Science

Recommendation for this credential requires:

1. A baccalaureate or higher degree.
2. Completion of an approved program of professional education, including student teaching with a grade point average of 3.0 or higher and coursework in reading methods. The required courses at SDSU are Teacher Education 903, 922, 933, 954, 963, 964 and Educational Technology 470.
3. Basic skills competency as demonstrated through passing scores on the California Basic Educational Skills Test (CBEST).
4. Demonstrated subject matter competency through completion of an approved waiver program in one of the California Single Subject areas, through a combination of coursework and competency examinations, or through PRAXIS/SSAT examinations. Candidates should check with the School of Teacher Education, ED-100, to clarify the appropriate means for satisfaction of the subject matter competency requirement in their subject matter area(s). Competency must be verified and assessed by a designated departmental adviser regardless of the means of establishing knowledge proficiency.
5. Demonstrated knowledge of the principles and provisions of the United States Constitution through successful completion of a three-unit collegiate-level course or examination. (Courses are listed in the section of this catalog on "Graduation Requirements," IV. American Institutions Requirement, C.2. United States Constitution.)

6. Knowledge of health education in California, including substance abuse and nutrition, Community Health Education 101 or 920, and verification of CPR competency.
7. Demonstrated knowledge of the Individuals with Disabilities Act. Needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming): Special Education 500 or Teacher Education 526.
8. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy): EDTEC 470.
9. Completion of a fifth year of study (30 units of upper division or graduate-level coursework completed *after* issuance of the baccalaureate degree; coursework in professional preparation, including student teaching, may apply if completed after the baccalaureate degree).

The Professional Clear Single Subject credential is valid for five years and requires completion of a minimum of 150 hours of approved professional growth activities and 90 days of teaching-related activities in order to be renewed.

Single Subject–Preliminary Credential

Candidates may be recommended for Preliminary Single Subject teaching credentials when they have satisfied requirements 1, 2, 3, 4, and 5 listed above. Applicants whose academic programs allow them to meet these requirements concurrently with their baccalaureate degrees will be eligible for preliminary certification. The Preliminary credentials have the same teaching authorizations as the Professional Clear credentials and are valid for five-year periods. Holders of the Preliminary credentials must complete items 6, 7, 8, and 9 within that five-year time period in order to be renewed as Professional Clear credentials. Five-year Preliminary credentials may not be extended without completion of the additional requirements within the original five years of issuance.

Admission Standards and Qualifications for the Single Subject Credential Program

Candidates for the Single Subject Credential Program must satisfy the standards and qualifications listed below and submit complete application packets to the School of Teacher Education, ED 100. Contact the School of Teacher Education for application dates.

Completed application packets will include items verifying satisfaction of the following:

1. **CBEST Examination.** Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Credential Program. Information may be obtained from the Test Office, SS-2549. Candidates are urged to take this examination as early as possible. Candidates are required to submit a photocopy of the individual score reports.
2. **Subject Matter Competency.** Students must verify competency in a specified single subject area through a university assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at San Diego State University or another approved California teacher-training institution, passing scores on the appropriate PRAXIS/SSAT examinations, or a combination of coursework and examination scores. Competency will be assessed and verified by subject matter departments at SDSU. Requirements for the various single subject majors are listed with the academic majors in the General Catalog. Students who have completed approved waiver programs at other universities must still be assessed and verified by subject matter departments prior to admission to this university's credential program. Early submission of completed application packets is encouraged to facilitate enrollment and preference in block placement. Applicants submitting materials late in the term may be considered on a "space available basis" only. Test scores submitted for verification of subject matter competency are valid for five years from the date of the examination. Information and registration materials for all current examinations are available at the School of Teacher Education, ED-100. Students who have completed approved waiver programs at other universities must still be assessed by SDSU subject matter departments prior to admission to this university's credential program.
3. **Prerequisite Course.** This course or approved equivalent must be completed with grades of "C," "Cr," or higher no more than five years prior to admission to the Single Subject Credential Program. This course may be in progress at the time of program application.

Education 451, "Introduction to Multicultural Education." This course provides an introduction to ethnicity, language, and culture in education, particularly the ways in which those factors differentially affect educational outcomes for children. The course assists in preparing teacher applicants to work with students from diverse backgrounds by examining both societal and personal belief systems and the ways that those beliefs are expressed in public school classrooms.
4. **Grade Point Average.** Candidates must have attained a grade point average of at least 2.67 in all baccalaureate and postbaccalaureate coursework or a grade point average of at least 2.75 in the last 60 semester units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial copies of transcripts for SDSU coursework for GPA calculations.
5. **Letters of Recommendation.** Candidates must submit two letters of recommendation from individuals who know the candidate well (but are not related by blood or marriage) and who can comment directly on factors such as the candidate's qualifications for a teaching career in a multicultural setting, work or educational experiences, experience teaching or supervising students or other groups of individuals, personal character, and/or potential for success as a teacher. The signed letters may be hand carried and do not need to be confidential or in sealed envelopes, but must be on letterhead stationery (name, address, and phone number of sender included.) If the letters are not on letterhead, the name, address, and phone number of the sender must be typed on the letter.
6. **TB Clearance.** Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMO's, or public health agencies.
7. **California Certificate of Clearance.** This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. In lieu of the actual Certificate of Clearance or copy of a valid credential, candidates may submit their clearance application packets and fees concurrently with program applications.
8. **Early Field Experience.** Candidate must successfully complete a minimum of 30 hours of observation and participation in a "regular" classroom in public secondary schools. This documented through the Early Field Experience Guide – Single Subject available in the SDSU Bookstore in the book stacks under "Teacher Education" or for mail delivery by calling (619) 594-7535. The guide is also available for downloading from the School of Teacher Education Web site at:

<http://www.edweb.sdsu.edu/STE/teachcred.htm>.

 Either the original or a photocopy of the Early Field Experience Guide must be turned in as part of the application to the credential program.

- 9. Personal Narrative.** The narrative should address the following items:
- The candidate's personal background and experience working with children in multicultural settings;
 - The candidate's other experiences personally considered important in the teacher preparation process;
 - The candidate's interest in and motivation for a teaching career in a multicultural setting and;
 - Any abilities, knowledge, skills, or experience that will enhance the candidate's effectiveness as a teacher (e.g., ability to speak another language, use technologies, or experience working with individuals with disabilities or special needs).

Further information on the personal narrative is available in the School of Teacher Education, ED-100.

- 10. Appeals Process.** Candidates who do not meet all the admission requirements may petition the Single Subject Admissions and Retention Committee for individual consideration; petition forms must be submitted concurrently with the application packets.

In addition to the minimum admissions standards identified above, the Single Subject Admissions and Retention Committee may also consider qualifications such as previous teaching experience, relevant working experience with children, and second language ability. A personal interview may also be necessary. Due to the number of applicants, application to the program does not ensure admission.

NOTE: *Appointments for discussion of individual concerns relative to the credential program may be made with the Single Subject Credential Program Adviser during the academic year through the School of Teacher Education, ED-100, (619) 594-6131. All candidates are urged to attend one of the regularly scheduled group advising sessions prior to making an individual appointment.*

Single Subject Teaching Credential with a Cross-Cultural Language and Academic Development Emphasis (CLAD)

(Credential Code: 00100)

The program of study leading to the Single Subject Credential with an emphasis in Cross-Cultural, Language, and Academic Development (CLAD) prepares candidates to teach in classrooms serving the increasing number of children in our schools with limited English proficiency in situations where bilingual teachers are not available. The CLAD program provides candidates with training in three areas: language acquisition/development, culture, and pedagogical strategies for English language development. This credential will help meet the critical shortage of bilingual teachers in California public schools by preparing entry level teachers to deliver specially-designed academic instruction in English promoting both language development and academic success in all content areas.

Candidates recommended for the Single Subject Teaching Credential with a Cross-Cultural, Language, and Academic Development Emphasis (CLAD) must meet all the requirements for Single Subject Preliminary Credential and satisfy the admission standards and qualifications for the Single Subject Credential Program. In addition, they must complete the following prerequisites:

- Experience Learning a Second Language.** Six semester units of college coursework in a second language or equivalent experience such as three years of high school foreign language, Peace Corps training and service or residence in a non-English speaking country.
- Prerequisite Courses:**
ED 451 Introduction to Multicultural Education 3
- Single Subject CLAD Coursework:**
ED 516 Foundations of Bilingual Education 1

PLC 915B	Teaching and Learning in the Content Area: English Language Development/SDAIE	3
TE 903	Secondary School Student Teaching Seminar (Cr/NC)	2
TE 914	Teaching and Learning in the Content Area: Major	3
TE 922	Behavioral and Psychological Aspects of Teaching	3-4
TE 933	Teaching of Reading in the Secondary School	3
TE 954	Humanistic and Social Aspects of Teaching	3-4
TE 963	Secondary School Student Teaching I (Cr/NC/RP)	3
TE 964	Secondary School Student Teaching II (Cr/NC/RP)	9-12
	Total Units	30-35

Single Subject Bilingual Cross-Cultural Language and Academic Development (B/CLAD) Emphasis Credential: Spanish

(Credential Code: 00100)

The Single Subject Bilingual Cross-Cultural Language and Academic Development (B/CLAD) Spanish Emphasis is available for students interested in teaching in a bilingual credential secondary school classroom. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for teaching the given subject area.

Candidates who will pursue this credential need to specify "Single Subject B/CLAD/Spanish emphasis" in the application for graduate admission to SDSU (Code: 00100). Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the Policy Studies in Language and Cross-Cultural Education Department (department applications are available from the Campus Bookstore).

- Two sets of official transcripts in sealed envelopes from each issuing institution;
- Complete department application (copy of scores for CBEST/Spanish Proficiency Examination/PRAXIS-SSAT or adviser's recommendation, TB test results, letters of recommendation, early field experience, character and identification clearance, autobiography/goals and philosophy).

Mail or deliver your complete department admissions package to:
Policy Studies in Language and Cross-Cultural
Education Department
San Diego State University
San Diego, CA 92182-1152

Standards for Admission

- CBEST.** Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Bilingual Emphasis credential program. This examination is required by the Commission on Teacher Credentialing. Booklets containing registration forms and test information are available from the Test Office in SS-2549, (619) 594-5216. Call the PLC department for additional information on CBEST.
- Subject Matter Competency.** Students must verify competency in a specified single subject area through a university assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at San Diego State University or another approved California teacher-training institution, passing scores on the appropriate PRAXIS examinations, or a combination of coursework and

examination scores. Competency will be assessed and verified by subject matter departments at SDSU. Requirements for the various single subject majors are listed with the academic majors in the General Catalog. Test scores submitted for verification of subject matter competency are valid for five years from the date of the examination. Information and registration materials for the current PRAXIS/SSAT examinations are available in the lobby of the Education building.

3. Prerequisite Courses:

ED 451	Introduction to Multicultural Education	3 units
LING 420	Linguistics and English	3 units
PLC 400	The Secondary School and Bilingual Education	3 units
PLC 515	Bilingual Teaching Strategies	3 units

4. Grade Point Average. Candidates must have cumulative grade point averages (GPAs) within the upper one-half of undergraduate students in the candidates' majors. GPAs vary according to discipline and graduating institution. GPA requirements are available in the Policy Studies in Language and Cross-Cultural Education Department (PLC), ED-152. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations.

5. Letter of Recommendation. Two professional references and one letter of recommendation must be submitted attesting to the applicant's following characteristics: (a) attitude, aptitude and ability to teach children; (b) personality and character; (c) academic ability. Letter of recommendation should be from a school teacher with whom the student has worked and the others may be from faculty and administrators.

6. Tuberculin Clearance. Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.

7. Early Field Experience. Applicants must provide evidence of a minimum of 45 hours of experience with adolescent students in typical classroom settings within the last five years. Evidence must be documented.

8. Oral English and Written Statement of Professional Goals and Philosophy. Have an interview with the admissions and retention committee of the PLC Department.

9. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Submit clearance application packet and fees to the Credentials Office, ED-151.

10. Credential Advising Appointment. Each applicant must meet with a faculty adviser to plan an appropriate program, which includes a minimum of 31 units as defined by the Commission on Teacher Credentialing. Appointments can be made in ED-152, (619) 594-5155.

11. Language and Culture Examination. All candidates must pass the PLC Department Spanish Language Proficiency and Cultural Awareness Examination prior to entering the credential program. Please call (619) 594-3218.

12. Appeals Process. Candidates who do not meet all the admission requirements may petition the PLC Department Admissions and Retention Committee for individual consideration; petition forms must be submitted concurrently with the application packets.

13. Application. Applicants should complete application procedures the semester prior to beginning the credential program. Call the department for PLC application deadline.

In addition to the minimum admissions standards identified above, the PLC Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children. Due to the number of applicants, application to the program does not ensure admission.

Program*		Units
Prerequisites		
ED 451	Introduction to Multicultural Education	3
PLC 400	The Secondary School and Bilingual Education	3
PLC 515	Bilingual Teaching Strategies	3
LING 420	Linguistics and English	3
First Semester		
PLC 924	Behavioral and Psychological Aspects of Teaching in the Bilingual Classroom	3
PLC 933	Skills in Teaching Reading to Bilingual Secondary Students	3
PLC 953	Language Development in Bilingual Secondary Classrooms	3
PLC 954	Humanistic and Social Aspects of Teaching in the Bilingual Classroom	3
PLC 963	Student Teaching for Bilingual Secondary Students I	4
TE 914	Teaching and Learning in the Content Area: Major	3
Second Semester		
PLC 903	Bilingual Secondary Student Teaching Seminar	3
PLC 915B	Teaching and Learning in the Content Area: English Language Development/Specially Designed Academic Instruction	3
PLC 964	Student Teaching for Bilingual Secondary Students II	9-12
EDTEC 470	Technologies for Teaching	3

* Credential requirements may change under SB 2042. Contact department for details.

Preliminary Credential Requirements

1. A bachelor's degree with one of the approved single subject majors listed in the School of Teacher Education single subject teaching credential catalog section. Credentials can be granted only in the designated single subject credential areas.
2. Completion of an approved program of professional education. (See Department of Policy Studies in Language and Cross-Cultural Education for further information about the approved programs.)
3. Major Adviser's Recommendation. Passage of subject matter examination(s) or waiver thereof through completion of one of the approved single subject credential majors listed below with a written recommendation from the Ryan major adviser.

Candidates applying for the Single Subject Credential program after August 31, 1995 who have not satisfied subject matter competency through coursework or PRAXIS examination(s), must take and pass a new set of examinations for the Single Subject Credential in seven areas: biology#, chemistry#, English, geoscience#, mathematics, physics#, and social science. Candidates for the science authorizations (noted with #) must also take and pass a general science examination. Candidates should check with the Policy Studies in Language and Cross-Cultural Education Department (PLC), ED-152, to clarify the appropriate means for satisfaction of the subject matter competency requirement.

4. Passage of the Spanish Language Proficiency and Cultural Awareness Examination.
5. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on "Graduation Requirements," IV. American Institutions Requirement, B.2. United States Constitution.
6. Passage of California Basic Educational Skills Test (CBEST).

NOTE: Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent postbaccalaureate credit as explained in the bulletin.

Clear Credential Requirements

1. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level postbaccalaureate units).
2. Coursework/fieldwork to satisfy the Individuals with Disabilities Act. Needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming): Special Education 500 or Teacher Education 526.
3. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy): Educational Technology 470.
4. Knowledge of health education in California, including substance abuse and nutrition, Community Health Education 101 or 920, and verification of current CPR competency.
5. Candidates are required to verify cardiopulmonary resuscitation. The professional Clear Multiple Subject credential is valid for five years and requires completion of a minimum of 150 hours of approved professional growth activities and 90 days of teaching-related activities in order to be renewed.

B/CLAD Specialist Credential*

(Credential Code: 00440)

The B/CLAD Specialist Credential will prepare teachers to be mentors, curriculum, and staff developers. Teachers will acquire skills in being reflective practitioners, facilitators of critical inquiry and cultural mediators linked with the school community through action research. The credential leads to the Policy Studies in Language and Cross-Cultural Education M.A. Option 1.

* Pending approval of California Commission on Teacher Credentialing.

Prerequisites: CLAD or B/CLAD credential or certificate; minimum three years teaching experience; admission to program.

Program

24 units of coursework and a comprehensive examination to include:

ED 690	Procedures of Investigation and Report	3
PLC 553	Language Assessment and Evaluation in Multicultural Settings	3
PLC 600	Foundations of Democratic Schooling	3
PLC 603	Community and Schools in a Diverse Society	3
PLC 612	Educational Ethnography in Multicultural Settings	3
PLC 613	Organizational Strategies and Professional Development for the Multicultural School Community	3
PLC 650	Bilingual/Cross-Cultural Curriculum Development and Practice	3
PLC 686	Seminar in Multicultural Education	3

OR

three units of electives with consent of adviser.

* Pending approval of California Commission on Teacher Credentialing.

CLAD or B/CLAD Credential Program in Mexico

In consortium with seven other California State Universities and through the auspices of the CSU International Programs Office, SDSU offers a Multiple Subject B/CLAD credential that combines professional educational coursework conducted in California and Querétaro, Mexico, with the experience of cultural and linguistic immersion in the Mexican milieu. The program is designed and coordinated by the CSU International Teacher Education Council (ITEC), which provides oversight, direction, and institutional coordination of the program.

After a brief orientation at SDSU the end of June each year, candidates begin their opening session in Mexico with intensive language study. They complete a majority of their coursework and student teaching in Querétaro, including experiences in both public and indigenous schools. The final semester, beginning in April of each year, is completed in San Diego with coursework in California frameworks and student teaching in local bilingual schools.

Candidates must be admitted to the local CSU campus B/CLAD credential program in all areas except for language. Language proficiency can be at the low intermediate to fully proficient level at admission. Students are eligible for all financial aid that would be available were they to participate in an on-campus program. Cost of the program, including all university fees, room, and board is approximately \$12,000. Contact Cristina Alfaro (calfaro@mail.sdsu.edu) (619) 594-2916 or Natalie Kuhlman (nkuhlman@mail.sdsu.edu) (619) 594-1184 or the Policy Studies in Language and Cross-Cultural Education Department (PLC) office (619) 594-5155 for more information.

Reading/Language Arts Specialist Credential

(Credential Code: 00410)

San Diego State University offers a program leading to a Reading/Language Arts Specialist Credential. This credential authorizes the holder to function as a reading specialist in grades K through 12.

Requirements for Admission

1. A valid California teaching credential applicable within the range of grades Kindergarten to 12.
2. A minimum of one year of full-time K-12 teaching experience or the equivalent within the range of grades Kindergarten to 12.
3. Submission of GRE scores.
4. Admission and planning interviews with an adviser.

Core Program (30 Units)

	Units
TE 530 Children's/Adolescents' Literature	3
TE 631 Seminar in Language Arts	3
TE 633 Leadership in Literacy Education	1
TE 634 Seminar in Research Investigations in Reading and Language Arts	4
TE 635 Assessment of Reading and Language Arts	3
TE 636 Advanced Assessment of Reading and Language Arts	3
TE 637 Instructional Strategies for Reading and Language Arts	4
TE 638 Topics in Reading Education (or approved elective)	4
TE 639 Literacy and Language	3
TE 736 Field Experience as a Reading Specialist	2

Additional Requirements

1. To be eligible to apply for the credential, the candidate must have a minimum of three years of full-time K-12 teaching experience within the range of grades Kindergarten to 12.

- Satisfactory completion of a comprehensive examination covering the program coursework.

Admission Procedures

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the program advisers:

- Two sets of official transcripts (in sealed envelopes);
- GRE scores (official notification);
- Department application (paper only);
- Personal statement;
- Three letters of reference on official letterhead.

Mail or deliver your complete admissions package to:

School of Teacher Education
(Attention: Pamela J. Ross)
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1153

Education Specialist Credentials in Special Education

San Diego State University offers programs leading to the following Education Specialist Credentials in Special Education authorized by the California Commission on Teacher Credentialing: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Physical and Health Impairments, and Early Childhood Special Education. These credentials authorize the holders to teach students with designated disabilities in a variety of settings. These credentials require completion of Preliminary Level I requirements followed by completion of the Professional Level II requirements within five years of employment in an authorized setting. The Department also offers the Early Childhood Special Education Certificate which authorizes holders of other specialist credentials to work with children and their families from birth through pre-kindergarten. There are some common requirements between the Education Specialist credential programs and the Master of Arts degree. Once admitted, students must maintain a GPA of 3.0 and must successfully complete all practicum experiences. Only grades of C or better will count toward a degree, a credential, or a certificate.

Requirements for Admission

Candidates for any of the Education Specialist Credentials in Special Education must satisfy the standards and qualifications listed below and submit complete application packets to the Department of Special Education (NE 70) within designated application periods. Information about applications for Program Admission is available from the Future Educators Center (ED 107).

Completed application packets will include items verifying satisfaction of the following:

- CBEST Examination.** Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to any of the programs that lead to an Education Specialist Credential in Special Education. Information may be obtained from the Test Office, SS-2549. Candidates are urged to take this examination as early as possible. Candidates are required to submit a photocopy of the individual score reports.
- Subject Matter Competence.** Students must verify completion of subject matter competence for either the multiple subjects credential or for a single subjects credential. For multiple subjects, subject matter competency in diversified subjects commonly taught in self-contained classrooms may be verified through a) completion of the Liberal Studies major, Emphasis in Education or its equivalent at another California teacher-training institution, or b) a passing score on the PRAXIS Multiple Subject Assessment for Teachers (MSAT).

For single subjects, subject matter competence may be verified through a) completion of coursework for an approved

teaching major at SDSU or its equivalent at another California teacher training institution or b) a passing score on the appropriate PRAXIS/SSAT examination, or a combination of coursework and examination scores. Requirements for the various single subject majors are listed with the academic majors in the General Catalog.

Registration information and materials for the PRAXIS are available through the Future Educators Center (ED 107). Students whose primary language is not English should note that they may apply for an extended time accommodation in taking the PRAXIS. Test scores submitted for verification of subject matter competency are valid for five years from the date of the examination and must be valid at the time of recommendation for the credential.

For students applying for the Specialist Credential in Early Childhood Special Education, an appropriate major such as Child Development, Developmental Psychology, or Liberal Studies is required.

3. Prerequisite Courses.

- Education 451 or Special Education 527.
- Special Education 500, 501, 502, and courses applicable to the credential area selected from Special Education 524, 525, and 528.

- Grade Point Average.** Students must have a cumulative grade point average (GPA) of 2.75 or above in the last 60 semester (90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculation.

- Tuberculin Clearance.** Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.

- California Certificate of Clearance.** This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months for traditional finger printing. Therefore, applicants are advised to use Livescan. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. In lieu of the actual Certificate of Clearance or copy of a credential, candidates may submit their clearance application packets and fees to the Credentials Office, ED-151.

- Program Application.** Applicants must complete the departmental application form indicating the Specialist Credential program to which they are applying.

- Two letters of recommendation from people who know you well (not relatives), especially those who have knowledge of your work with children in school or related settings. These letters must attest to your aptitude and suitability for the teaching profession.

- A candidate statement (500 word maximum) that addresses your background of experiences that have contributed to your desire to be a special education teacher as well as the personal and professional factors that you consider to be most important if one is to become an effective and caring special educator.

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

Mail or deliver your complete admissions package to:

Department of Special Education
San Diego State University
5500 Campanile Drive
San Diego, CA 92108-1170

Level I Specialist Credential Programs

1. Core courses: Special Education 505, 553, 560, 662, 970, 980.
2. Specialization courses:
 - a. **Mild/Moderate Disabilities:** Teacher Education 910A (2 units), 930 (3 units); Special Education 534, 570, 647, 648, 970A, 980A, and 470 (for part-time students).
 - b. **Moderate/Severe Disabilities:** Teacher Education 910A (2 units), 930 (3 units); Special Education 510, 526, 535, 570, 635, 645, 647, 970B, 980B, and 470 (for part-time students).
 - c. **Physical and Health Impairments:** Teacher Education 910A (2 units), 930 (3 units); Special Education 510, 526, 534, 570, 647, 648, 970C, 980C, and 470 (for part-time students).
 - d. **Early Childhood Special Education:** Special Education 510, 526, 532, 635, 643A, 643B, 970D, and 980D in an adviser-approved specialty, and 470 (for part-time students).

Level II Specialist Credential Programs Requirements for Admission

Candidates for any of the Level II Education Specialist Credentials in Special Education must meet the following requirements:

1. **University Standards.** Students must satisfy University standards and qualifications for admission to postbaccalaureate standing.
2. **Level I Credential.** Students must hold or be eligible for a Preliminary Level I Education Specialist Credential or hold a valid out-of-state credential in a special education category comparable to a California Commission-approved Preliminary Level I program authorizing special education service. Level I or out-of-state credentials must be in the area of study for which students are seeking a Level II credential.
3. **Employment.** Students must be employed as a special education teacher in an early childhood or K-12 setting and submit a Verification of Employment form from the district in which they are employed.
4. **Other.** Students must complete or have completed Educational Technology 470 and any other requirements for the Level II, Professional Credential.

Program

1. Prerequisite: Special Education 975. (1 unit)
2. Core courses: Special Education 605 (1 unit) and 650B (1 unit). (2 units)
3. Specialization courses:
 - a. **Mild/Moderate Disabilities:** Special Education 634, 651, 653, and special emphasis elective (3 units) in consultation with adviser. (11 units)

- b. **Moderate/Severe Disabilities:** Special Education 651, 654, and special emphasis electives (3-6 units) in consultation with adviser. (9-12 units)
- c. **Physical and Health Impairments:** Not currently offered.
- d. **Early Childhood Special Education:** Special Education 655, and special emphasis electives (3-6 units) in consultation with adviser. (6-9 units)

Reading Recovery® Teacher Leader

The Reading Recovery® Teacher Leader training program is to prepare qualified individuals to implement reading recovery in their own districts or regions. Teacher leader candidates are selected by their districts to participate in the year-long coursework that prepares them to provide reading recovery training to teachers in their districts, based on their potential as leaders and their educational backgrounds. Each teacher leader candidate must hold a master's degree which qualifies them to teach reading recovery courses in their districts for university credit. A faculty member in the College of Education is responsible for providing coursework and supervision of teacher leader candidates.

Courses required in the program include two semesters each of clinical work, theoretical foundations, and leadership courses. Teacher leaders learn how to assess young children's literacy progress and to use reading recovery teaching procedures to help the at-risk children learn to read and write. Teacher leaders examine the theoretical foundations of early literacy acquisition, reading recovery and early intervention, including theories specifically relevant to working with diverse children with reading difficulties. They study various aspects of the teacher leader role in the classroom and in established sites through apprenticeships with experienced teacher leaders in the field; explore issues of program implementation and systemic changes stemming from the implementation of reading recovery in districts and; consider implications of all of their knowledge and expertise as it directly relates to the effective training of reading recovery teachers.

Partnerships between San Diego State University and the districts that teacher leaders represent are established through the Reading Recovery® Teacher Leader training program. Subsequent to the training year, the program provides on-going support and professional development to teacher leaders they have trained.

The Reading Recovery® Teacher Leader training program at San Diego State University mirrors training at the other 25 university training centers in the United States. Reading recovery was first introduced at Ohio State University 15 years ago. Other universities that participate in the program include Purdue University, New York University, University of Connecticut, and Georgia State University. University trainers have a close network through which they meet on a regular basis to shape and update coursework based on current research.