

Section III. Teaching and Service Credentials

The College of Education offers programs which lead to teaching, specialist, and services credentials. The School of Teacher Education (STE) offers programs for the SB 2042 preliminary credential. The Department of Policy Studies in Language and Cross-Cultural Education (PLC) offers programs for the SB 2042 preliminary BCLAD credential. 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* (SB 2042)	Teach in self-contained classrooms and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD), kindergarten through twelfth grade.
2. Multiple Subject Bilingual Cross-Cultural Language and Academic Development (BCLAD) 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).
3. Single Subject* (SB 2042)	Teach single subject area in grades K-12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).
4. Single Subject Bilingual Cross-Cultural Language and Academic Development (BCLAD) 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).
5. Special Education: Education Specialist Credential for the Deaf and Hard of Hearing (School of Speech, Language, and Hearing Sciences) Early Childhood Special Education Mild/Moderate Disabilities Moderate/Severe Disabilities Physical and Health Impairments	Teach special education students in the programs designated by each education specialist credential.

* 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.

Education Specialist Credentials* Specialist Credentials

Reading/Language Arts

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

* See Department of Special Education, NE-70, (619) 594-6665 for more information.

Information Applicable to Multiple Subject and Single Subject (SB 2042/BCLAD) Credentials

Departmental admission to Multiple Subject or Single Subject (SB 2042) credential program (including BCLAD) 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 RYAN 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 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. The student will also be held responsible for successful completion of the Teaching Performance Assessment (TPA).

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 Multiple Subject/Single Subject Credential Programs

A grade point average of 3.0 must be maintained each semester to permit a student to continue any Multiple Subject or Single Subject credential program.

Supplementary Authorizations

With completion of additional units in certain curriculum areas, both BCLAD 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 (SB 2042) Credential (Elementary Education)

(Credential Code: 00200)

Multiple Subject–Preliminary 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 CSET in Multiple Subjects (must have scores taken within five years prior to recommendation).
5. Successful completion of the Teaching Performance Assessment (TPA).
6. Passing scores on the Reading Instruction Competence Assessment (RICA).
7. 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.)
8. Knowledge of health education, including substance abuse and nutrition: Community Health Education 101 or 920, or Health and Human Services 296, and verification of CPR competency.
9. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs: Special Education 450 or 496.
10. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy): Educational Technology 470.

NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

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 CSET in Multiple Subjects. 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 CSET are available in the lobby of the Education building.
3. **Prerequisite Courses.** The following courses must be completed with a grade of credit, "C," or better prior to admission to the program, but may be in progress at the time of application, or taken in the term immediately prior to the program start date. Proof of enrollment is required to be considered for admission. Individuals who are not SDSU students may enroll in these courses through Open University with the College of Extended Studies (619) 594-5152.
 - a. **Education 451, "Introduction to Multicultural Education."** This course must have been taken within five years of program application.
 - b. **Mathematics 210, "Number Systems in Elementary Mathematics."** This course must have been taken within five years of program application. In lieu of Mathematics 210, candidates may substitute any calculus course taken at a college or university within the past five years with a grade of credit, "C," or better.
 - c. Special Education 450/496 and Health and Human Services 296 are prerequisites for applicants beginning fall 2004 and later. These courses are co-requisites for students admitted to the fall 2003 and spring 2004 semesters.
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 admission 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.

Program Description

The Multiple Subject Teacher Preparation Program is offered in a variety of formats called "blocks" including traditional full-time blocks over two semesters, a seven-month accelerated block, and a three or four semester part-time block. Full-time student teaching is required

of all candidates according to state law. Our programs combine coursework and student teaching to link theory and practice. The curriculum emphasizes the preparation of reflective practitioners to meet the needs of culturally and linguistically diverse children. Most blocks are based at local elementary schools where we have established partnerships with schools and teachers. In these blocks, student teachers take their university coursework on-site at the elementary school and student teach at that school or in neighboring schools. Each student completes student teaching in two different grade levels; one assignment is at the primary level (in grades K-3) and another is at the intermediate level (in grades 4-6).

All students enrolled in the Multiple Subject Teacher Preparation Program will take the following courses. The scheduling and sequence of the courses vary with individual block offerings.

Multiple Subject Required Courses

Course Number	Title	Units
TE 923	Psychological Foundations of Education	3
TE 902	Classroom Management Skills	1
TE 910A	Teaching Mathematics in the Elementary School . . .	3
TE 910B	Teaching Social Studies in the Elementary School . .	3
TE 910C	Teaching Science in the Elementary School	3
TE 930	Teaching Reading and Language Arts in the Elementary School	6
TE 960	Basic Student Teaching Seminar	1
TE 961	Advanced Student Teaching Seminar	1
TE 965	Basic Student Teaching in Elementary Schools	8
TE 966	Advanced Student Teaching in Elementary Schools . .	8
EDTECH 470	Technologies for Teaching	3
ED 516	Foundations of Bilingual Education	1
PLC 915A	Teaching in the Content Areas: ELD/SDAIE 3	
		Total 44

Other requirements for issuance of the preliminary credential include the following:

CPR Requirement: All candidates for the preliminary credential are required to verify current training in cardiopulmonary resuscitation (CPR). Verification of the CPR training is made through submission of a photocopy of the card issued by the training agency. While many agencies provide CPR training, verification must be made at levels identified by the American Heart Association (AHA) or the American Red Cross (ARC). Candidates pursuing training through agencies other than these will be required to verify the level of training relative to either the AHA or ARC standards either from the data provided directly on their card or on a supplementary letter on letterhead stationary from their training agency (no phone call verifications).

Second Language Requirement: All candidates are required to have experience learning a second language. This may be taken prior to or concurrently with the credential program. Most candidates will satisfy this requirement through completion of six semester units of college-level foreign (same) language; some will have satisfied the requirement through the completion of three years of secondary school (grades 7 through 12) of the same foreign language. Another option is a combination of two years of secondary school foreign language and one semester (3 units) of college level foreign language. Grades of credit, "C," or better must be earned in second language courses, whether taken at the secondary school or collegiate-level study. Candidates satisfying the language through secondary school study will be required to submit an official middle, junior or senior high school transcript to verify their coursework.

For other options for satisfying the second language requirement, contact the School of Teacher Education.

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

(Credential Code: 00200)

The Multiple Subject Bilingual Cross-Cultural Language and Academic Development credential (BCLAD) 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 BCLAD credentials. The BCLAD credentials meet all of the requirements of the CLAD credential. The BCLAD 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 BCLAD/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 SDSU 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/CSET 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 BCLAD 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/CSET. Candidates are urged to take this examination as early as possible. This is a prerequisite for admission into the BCLAD 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.** The following courses must be completed with a grade of “C” or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

<i>Liberal Studies Majors</i>	<i>Units</i>
PLC 401	3
ED 451	3
LING 550 or PLC 915A	3
<i>Non Liberal Studies Majors</i>	
PLC 401	3
ED 451	3
ENS 241A, 241B	2
LING 420* or 520	3
LING 452*	3
LING 550 or PLC 915A	3
MATH 210** or 211 or 313	3
Art 100 or 101 or 387; Music 102 or 343; THEA 100 or 120 or 310 or 315	3
- * 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. Turn-around 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 Students	3
PLC 912 Teaching Science to Bilingual 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
EDTEC 470 Technologies for Teaching	3

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/CSET 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.
8. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level postbaccalaureate units).
9. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs; Special Education 450 or 496.
10. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy); Educational Technology 470.
11. Knowledge of health education in California, including substance abuse and nutrition: Community Health Education 101 or 920, or Health and Human Services 296, and verification of CPR competency.

NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

**Single Subject (SB 2042) Credential
(Secondary Education)**

(Credential Code: 00100)

Single Subject–Preliminary 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**

- Art:** Art
- 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.
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/CSET 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, including substance abuse and nutrition, Community Health Education 101 or 920, or Health and Human Services 296, and verification of CPR competency.
7. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs: Special Education 450/496.
8. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy): EDTEC 470.

NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

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. 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.

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. 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/CSET 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. Approved waiver programs from other California universities are acceptable. 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 in the lobby of the Education building.
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:
 - a. The candidate's personal background and experience working with children in multicultural settings;
 - b. The candidate's other experiences personally considered important in the teacher preparation process;
 - c. The candidate's interest in and motivation for a teaching career in a multicultural setting and;
 - d. 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.

Program Description

The Single Subject Credential Program is offered in “block” format either on a full-time basis over two semesters or on a part-time (three to six semester) basis. Full-time student teaching is required of all candidates according to State law. Examinations and/or coursework prerequisite to program admission, if not completed within undergraduate studies, may extend the total time commitment for credential issuance by one or more semesters. The second semester student teaching assignment represents a commitment of three periods a day in a local public school with the possible addition of an administrative assignment at the same site. Students may be required to remain with their placement for the public school semester, which can be three to four weeks longer than the University term.

The part-time courses are generally offered in the late afternoon and early evening. Student teaching assignments do require a day-time commitment and will be scheduled according to individual need in consultation with the program coordinator, Pat Bjornson, (619) 594-7117, ED-102, e-mail: bjornson@mail.sdsu.edu.

Our programs combine coursework and student teaching to link theory and practice. The curriculum emphasizes the preparation of reflective practitioners to meet the needs of culturally and linguistically diverse children. Each student completes student teaching in two different grade levels; one assignment is at the middle school level (in grades 7/8) and another is at the high school level (in grades 9-12).

All students enrolled in the Single Subject Teacher Preparation Program will take the following courses. The scheduling and sequence of the courses vary with individual block offerings.

Single Subject Required Courses

Course Number	Title	Units
TE 922	Behavioral and Psychological Aspects of Teaching 3-4	
TE 903	Secondary School Student Teaching Seminar 2 (1 unit content methods, 1 unit seminar)	
TE 914	Teaching and Learning in the Content Area: Major	3
TE 933	Teaching Reading in the Secondary School.	3
TE 954	Humanistic and Social Aspects of Teaching	4
TE 963	Secondary School Student Teaching I	4
TE 964	Secondary School Student Teaching II	12
EDTECH 470	Technologies for Teaching	3
ED 516	Foundations of Bilingual Education	1
PLC 915B	Teaching in the Content Areas: ELD/SDAIE	3
Total		38-39

Other requirements for issuance of the preliminary credential include the following:

CPR Requirement: All candidates for the preliminary credential are required to verify current training in cardiopulmonary resuscitation (CPR). Verification of the CPR training is made through submission of

a photocopy of the card issued by the training agency. While many agencies provide CPR training, verification must be made at levels identified by the American Heart Association (AHA) or the American Red Cross (ARC). Candidates pursuing training through agencies other than these will be required to verify the level of training relative to either the AHA or ARC standards either from the data provided directly on their card or on a supplementary letter on letterhead stationery from their training agency (no phone call verifications).

Second Language Requirement: All candidates are required to have experience learning a second language. This may be taken prior to or concurrently with the credential program. Most candidates will satisfy this requirement through completion of six semester units of college-level foreign (same) language; some will have satisfied the requirement through the completion of three years of secondary school (grades 7 through 12) of the same foreign language. Another option is a combination of two years of secondary school foreign language and one semester (3 units) of college level foreign language. Grades of credit, “C,” or better must be earned in second language courses, whether taken at the secondary school or collegiate-level study. Candidates satisfying the language through secondary school study will be required to submit an official middle, junior or senior high school transcript to verify their coursework.

For other options for satisfying the second language requirement, contact the School of Teacher Education.

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

(Credential Code: 00100)

The Single Subject Bilingual Cross-Cultural Language and Academic Development (BCLAD) 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 BCLAD/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 SDSU 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.

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/CSET 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/CSET examinations are available in the lobby of the Education building.

3. Prerequisite Courses: The following courses must be completed with a grade of "C" or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

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 401	Theory and Practices in Multilingual Education.	3 units

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 units attempted. 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 401	Theory and Practices in Multilingual Education	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

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.

Demonstrated subject matter competency through completion of approved waiver program in one of the California single subject areas, is through a combination of coursework and competency examinations, or through PRAXIS/SSAT/CSET examinations. 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).
7. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level postbaccalaureate units).
8. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs, or Health and Human Services 296, Special Education 450 or 496.
9. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy): Educational Technology 470.
10. Knowledge of health education in California, including substance abuse and nutrition, Community Health Education 101 or 920, or Health and Human Services 296, and verification of current CPR competency.

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

NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

BCLAD Specialist Credential*

(Credential Code: 00440)

The BCLAD 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 BCLAD 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 BCLAD 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 BCLAD 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 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.
2. 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:

- (1) Two sets of official transcripts (in sealed envelopes);
- (2) GRE scores (official notification);
- (3) Department application (paper only);
- (4) Personal statement;
- (5) 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 departmental 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 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.
- 2. 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 CSET: Multiple Subjects or Single Subjects Examination.

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/CSET examination. Requirements for the

various single subject majors are listed with the academic majors in the General Catalog.

Registration information and materials for the PRAXIS/SSAT/CSET are available through the Future Educators Center (ED 107). 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. 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.)
 - 4. Prerequisite Courses.**
 - a. Education 451 or Special Education 527.
 - b. Special Education 500, 501, 502, and courses applicable to the credential area selected from Special Education 524, 525, and 528.
 - 5. 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.
 - 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. 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.
 - 8. Program Application.** Applicants must complete the departmental application form indicating the Specialist Credential program to which they are applying.
 - 9. Letters of Recommendation.** 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.
 - 10. Candidate Statement.** 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.
- Mail or deliver your complete departmental admissions package to:
- Department of Special Education
San Diego State University
5500 Campanile Drive
San Diego, CA 92108-1170

Students must also apply for graduate/postbaccalaureate admission, electronically submitting the University application available at www.csumentor.edu.

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, 570, 635, 643A, 643B, 980D (Infant/Toddler), 980D (Pre-school), and 470 (for part-time students).
3. **Knowledge of health education, including substance abuse and nutrition:** Community Health Education 101 or 920, or Health and Human Services 296, and verification of CPR competency.
4. **Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy):** Educational Technology 470. Students who complete their Level I credential at SDSU will meet this requirement with Special Education 560.

* Not required for Early Childhood Special Education.

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.

Program

1. Prerequisite: Special Education 975. (1 unit)
2. Core courses: Special Education 605 (1 unit) and 985 (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:** Special Education 634, 643A or 643B, and proposed Special Education 660 entitled Teaching Students with Physical, Sensory, and Health Impairments. (9 units).

d. **Early Childhood Special Education:** Special Education 655, and special emphasis electives (3-6 units) in consultation with adviser. (6-9 units)

4. **Knowledge of health education, including substance abuse and nutrition:** Community Health Education 101 or 920, or Health and Human Services 296, and verification of CPR competency.
5. **Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy):** Educational Technology 470. Students who complete their Level I credential at SDSU will meet this requirement with Special Education 560.

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.