

March 31, 2020

Preconditions Report

Table of Programs

[General Institutional Preconditions](#)

[Program Specific Preconditions](#)

[Preliminary Multiple and Single Subjects](#)

[Preliminary Education Specialist](#)

[Bilingual Authorization](#)

[Administrative Credentials](#)

USC Rossier School of Education

Personnel Services: School Counseling

USC Suzanne Dwork-Peck School of Social Work

Personnel Services: School Social Work

Personnel Services: Child Welfare and Attendance

[Preliminary Administrative Services Credential](#)

[Reading and Literacy Added Authorization \(RLAA\)](#)

[MS/SS Intern Programs](#)

General Statement Applicable to all Preconditions for all Educator Preparation Programs

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

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

(a) Institutions of higher education: A college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.

The University of Southern California is fully accredited by the Western Association of Schools and Colleges, most recently in 2014. The university grants both baccalaureate and post baccalaureate degrees. WASC will conduct an Off-site Review in 2020 and On-site Visit in 2021. The Rossier School of Education, Educator Preparation Programs received joint accreditation from NCATE and CTC in May 2014. The current Accreditation seeks a joint accreditation with CTC and CAEP in AY 2021/22.

[Appendix A_1.a.1_WASC Accreditation Letter](#)

[Appendix A_1.a.2_CTC-NCATE Joint Accreditation Letter](#)

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

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

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records

would need to be developed.

All programs are approved. They conduct coursework and meet all requirements based upon current program standards and CTC expectations. The Dean assures, through the expected roles of the Associate Dean of Academic Programs, Program Directors, Faculty and Student Services advisors that no students withdraws, is dropped or transfers to another program without the knowledge and assistance of the program. If the program is forced to close students will be provided with an implementable transition plan which will create minimal disruption of their preparation.

[Appendix A_2.1_Dean's Letter of Assurances](#)

[Appendix A 2.2.a_Transitioning Candidates_Original MAT to New MAT](#)

[Appendix A_2.2b_Specific description of a "teach-out" process to ensure candidates can complete their credential in the event the school or program is closed.](#)

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

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).*
- (b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.*
- (c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.*

The Dean of the Rossier School of Education is responsible for the ongoing oversight of all educator preparation programs offered by the entity. This is assured in the Letter of Assurances. The Associate Dean for Academic Programs is responsible for the overall management of all credential programs. The Director of each degree/credential program coordinates the operational aspects for each credential program. Across all credential programs, the Course Coordinators or Course Leads facilitate program improvement with regards to program design, course content, and pedagogy. A technology company, 2U, partners with Rossier School of Education to deliver online instruction. However all operational, content and presentation decisions are made by the leadership

and faculty of the School of Education.

The Organizational Leadership Roles Chart provides a comprehensive series of slides describing hierarchical leadership and responsibility relationships. While all slides give an overview of the school's leadership, slides 7,8, and 10 are most pertinent to Educator Preparation. At the top of each chart is the name of the person whose responsibility it is to lead that group of educators/support persons.

The Rossier School of Education has three staff members hired to fulfill the responsibilities of the Credential Analyst. The School follows policy from PSA 11-17 September 6, 2011, that ensure that duties regarding credential recommendations are solely carried out by these currently employees.

[Appendix A_3.a Rossier School of Education Organizational Leadership Chart](#)

[Appendix A_3.b.1 Leadership Role: Course Coordinator](#)

[Appendix A_3.b.2 Leadership Role: MAT Program Faculty Chair](#)

[Appendix A_3.c 2019 Credential Analyst Job Description](#)

[Appendix A_3.d CCTC PSA 11-17 CREDENTIAL RECOMMENDATION SUBMITTER](#)

[AUTHORITY - CWIP](#)

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

USC is firmly committed to complying with all applicable laws and governmental regulations at the federal, state and local levels which prohibit discrimination, or which mandate that special consideration be given, on the basis of color, race, religion, national origin, gender, age, disability, sexual orientation or another characteristic which may from time to time be specified in such laws or regulations. This perspective is described in the university document "*Casting the Net Widely.*"

In 2016, in response to data collected and analyzed in preparation for the USC Rossier Academic Program Review of all Masters and Doctoral programs, Rossier embarked on a series of events and inquiries related to voice, privilege, culture, race, and gender orientation and preference. Town Halls were held. Surveys, focus groups and interviews were conducted. The result of this effort was the *Diversity Task Force Report*, whose goal was to clearly and with transparency take a position in

non-discrimination and make recommendations toward equitable practices. These links connect to the USC non-discrimination policy on the [admissions home page](#) and each program's individual application [requirement page](#).

During the 2019-20 Academic Year the University of Southern California has launched the *USC Culture Journey Initiative*. The purpose of this initiative is for all members of the USC community to participate in identifying USC's values and shaping the culture together "to both strengthen our community as we head into the immediate future together, and to ensure a strong and positive future for the generations of Trojans who will follow us." Letters from the USC President and The Rossier Dean are included as evidence.

Finally the *Mission of the Rossier School of Education* holds the education of educators who prepare leaders to achieve educational equity through practice, research and policy.

[Appendix A_4.a Casting the Net Widely](#)

[Appendix A_4.b.1 Diversity Task Force Report, December 1, 2016](#)

[Appendix A_4.b.2 Admissions Page_ Anti-discrimination Policy](#)

[Appendix A_4.c.1 Letter introducing the USC Culture Journey Initiative_President Folt](#)

[Appendix A_4c.2 USC Values Poll Launch](#)

[Appendix A_4.d The Mission of the Rossier School of Education](#)

(5) Commission Assurances. *To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must:*

- (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission,*
- (b) assure that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission,*
- (c) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and*
- (d) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.*

[The Deans Letter of Assurances \(Appendix A_2.1\)](#), confirms each of these points.

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

The School of Education will respond in a timely manner to all requests from the Commission for data regarding program enrollments, program completers, examination results and assessments. The Director of Accreditation and Evaluation, Dr. Cathy Creasia, in consultation with the Associate Dean of Academic Programs, Dr. Kathy Stowe, is the officer reporting and responding to requests for data. Data requests are also coordinated with the Office of Enrollment Management.

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

The Dean's Letter of Assurances assures that all statements and actions presented to the Commission, our stakeholders and other research and grant partners are based upon truthful understanding and knowledge .

[Appendix A_2.1 The Dean's Letter of Assurances](#)

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

All credential programs have an established grievance process. These are provided to the students at Orientation as excerpts from *SCAMPUS USC Student Handbook*, in the form of a *USC Academic Policies and Conduct Standards*. Students receive two copies, one of which they return to the program signed.

[Appendix A_8.1 SCampus 2018-19](#)

[Appendix A_8.2 USC Academic Policies and Conduct Standards](#)

(9) Faculty and Instructional Personnel Participation. *All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school*

system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. CA EdCode Section 44227.5 (a) and (b).

Faculty who teach in the Multiple and Single Subject and Education Specialist Credential Programs, actively participate in public schools at a minimum of every three years, through activities pertinent to their credential area.

[Appendix A_ 9.1 Log of Work in K-12 Classrooms and with Partner Organizations 2018-2019](#)

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

The Rossier School of Education has multiple publications and program websites to provide information related to the requirements for admission and successful completion for all its educator preparation programs. It also provides program information to publicly available websites maintained by state and national accreditation organizations (ADS (CTC), CAEP, Title II).

Appendix A _ 10.1 All Rossier Programs: <https://rossier.usc.edu/programs>

Appendix A_ 10.2 Teacher Education Programs:
<https://rossier.usc.edu/programs/masters/mat/application-requirements/>

Appendix A_ 10.3.1 Suzanne Dwork-Peck School of Social Work:
<https://msw.usc.edu/academic/electives-options/school-social-work/>

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

- (a) *Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.*
- (b) *All candidate records will be maintained at the main institutional site or central location (paper or digital copies).*
- (c) *Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.*

Assurances A-C are confirmed in:

[Appendix A_ 2.1 Dean's Letter of Assurances](#)

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

The USC Rossier School of Education is responsible for all educational services, which comprise educator preparation credential programs. All instructional, pedagogical and operational decisions are made by faculty and school leadership.

The Suzanne Dwork-Peck School of Social Work is responsible for all educational services, which comprise school social work credential programs. All instructional, pedagogical and operational decisions are made by faculty and school leadership.

Program Specific Preconditions

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

(1) Demonstration of Need. *To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.*

Before Rossier launches a new program, research into the viability of the program in the market is conducted. Depending on the program, a variety of tools are used to gauge the demand and employability of potential graduates. These methods include:

- Survey research of current employers to determine if hiring managers see a need for a new graduate degree. Integral to this process is the Dean's Superintendent Advisory Group (DSAG), comprised of former and current District Superintendents from California and across the country.
- Engaging with a third-party higher education research company, Eduventures, to gain an external perspective on market trends and program viability.
- Use tools such as Burningglass, IPEDS, Search Console data and Google Trends to

overcover potential market demand.

This work is research is conducted by the Director Enrollment Systems and Analytics Office of Strategic Enrollment Services.

Administrators' Letters of Assurance

[Appendix B_ 1.1a Redondo Beach Unified School District](#)

[Appendix B_ 1.1b Alexander Science Center, LAUSD](#)

[Appendix B_ 1.1c Burbank Blvd. Elementary School and Gifted Magnet](#)

[Appendix B_ 1.1d Madrona Elementary, Conejo Valley Unified SD](#)

[Appendix B_ 1.1e Western Elementary School, LAUSD](#)

[Appendix B_ 1.1f SSW_ABC School District](#)

[Appendix B_ 1.1g SSW_Pasadena Unified School District](#)

[Appendix B_ 1.1h SSW Lawndale Elementary School District](#)

The only program where we have not found a demonstration of need is our MS/SS Induction Program. This program was approved in 2017. However, since that time no students have been enrolled. The Induction Program is overseen by the Office of Program Development. Market research cannot confirm that enrollment potential will be at a level where the program would be sustainable. It has not been launched, has no students or graduates who have recommended for a clear credential.

[Appendix B_ 1.1i Induction Program CCTC Inactive Status Application](#)

- (2) ***Practitioners' Participation in Program Design.*** *To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphasis.*

Practitioners from local and national locations give input to program design, revision and evaluation. At a course level, professors in many classes are also district practitioners. Each course holds bi-monthly faculty meetings that address content presentation, assignment format and evaluation and assessment. These aspects of the curriculum are discussed and revised if necessary, as a result of professor-practitioner feedback. This feedback is integral to keeping the coursework relevant and vital and in accordance with best practices from the k-12 classroom.

At the program level, each program holds bi-annual program retreats. Local practitioners attend in person, along with grads and IHE professors. Input meetings are also held online for professors who teach from other parts of the country and practitioners who bring valuable information from various geographical and contextual locations.

In Suzanne Dwork-Peck School of Social Work the following pieces of evidence are provided in Appendix B_2.3: **PPSC reaccreditation** – Virtual Academic Center Field Instructor “Tune Ups,” which are monthly professional development symposiums that often provide output/updates on all of our programs (including school social work); **Exhibit B** – Field placement evaluation survey feedback from external field instructors, which includes feedback on how well our students are performing in all agencies (including schools and if they would be considered for employment; **Exhibit C** – **4th Annual School Social Work Roundtable Agenda**, which is an annual gathering of local, state and national stakeholders convened specifically to look at school social work. This particular roundtable identified ways to meet the new CTC performance expectations in school social work; **Exhibit D** – **3rd Annual School Social Work Roundtable**. This particular roundtable helps inform the new CTC performance expectations. Results were sent directly to the CTC; **Exhibit E** – **A Field Faculty Meeting Agenda** which covered, among other topics, school social work. Attendance at these meetings are internal and external faculty; **Exhibit F** – **Field Faculty Orientation Agenda** for all faculty who work with students in agencies, including schools. Each specialized program is reviewed, including school social work; **Exhibit G** – **Field faculty leadership agenda**, these are bi-monthly meetings that review concerns, updates, progress in all field related items, including school social work. This is a very small group of faculty, including The Executive Vice Dean of Field Education, two Field Vice Deans and myself as Director of Social Work in Schools.

Appendix B_ 2.1.a [Example of MAT Program Retreat Agenda](#), with

[B_2.1.b attendees](#) (which includes MST, SST, Ed Spec, BILA) and [Appendix B_2.1.c. MAT Retreat Notes](#)

[Appendix B_2.2 Example of Agenda from MSC PPSC_RSOE, Program Advisory Board \(PAB\)](#)

[Appendix B_2.3 Examples of PPSC, Suzanne Dwork-Peck School of Social Work Program Meetings and Retreats, with attendees.](#)

[Appendix B_2.4 Example Reading and Literacy Authorization \(RLAA\) Program Retreat Feedback from the Field Agenda](#)

[Appendix B_2.5 Example of Agenda from Preliminary Admin Credential Program Retreat](#)

3) Basic Skills Requirement. *In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR). The institution shall use the CBEST results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. CA EdCode Sections 44252 (f) and 44225 (n).*

Preconditions for Entering MAT Guided Practice: Certain preconditions (standards established by State law or CCTC policy) must be met before teacher candidates assume student teaching responsibilities in Guided Practice. The following four (4) items are required by established deadlines in order to register for and begin guided practice. Failure to satisfy the following four items by the deadline may result in a leave of absence or dismissal from the program.

- Basic Skills Requirement
- CBEST or basic skills alternatives
- Subject Matter Competency
- Appropriate CSET exams or CTC approved subject matter program
- Negative Tuberculosis Test Result
- Test must be taken no more than 6 months prior to start of guided practice
- Certificate of Clearance
- Information about the process can be found on the CTC website
- You must have a SSN to complete the Certificate of Clearance.

Deadlines to Meet Preconditions*

- **December 1** to enter guided practice in Spring
- **May 1** to enter guided practice in Fall
- *Summer Admits Only:* July 1 to enter guided practice in Fall

* Beginning Fall 2020 all Candidates will be required to have passed CBEST and CSET before enrolling in TERM 1 coursework.

[Pages 20-21, MAT Student Handbook 2019-2020](#)

Suzanne Dwork-Peck School of Social Work, School Social Work and Child Welfare and Attendance Programs expectations and requirements:

<https://dworkpeck.usc.edu/academics/msw-on-campus/field-education/pupil-personnel-services-credential>

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

See #3 above: Preconditions for Entering Guided Practice, Pages 20-21, MAT Student Handbook 2019-2020

[Appendix B_4.1 MAT Student Handbook 2019-2020](#)

[Appendix B_4.2 Student Teaching Handbook 2019-2020](#)

Appendix B_4.3 SSW Program Information:

<https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/pupil-personnel-services-credential>

General Education Programs - Preliminary Multiple and Single Subject

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

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. CA EdCode Section 44259 (a) and (b) (3).

The USC MAT postgraduate professional preparation program is made up of three terms: 15 weeks, 15 weeks and 12 weeks (summer). On the semester system this comprises 1.5 years. The total number of units for both MS and SS is 28 units.

[Appendix C_1.a USC Catalogue of Courses, Multiple Subject Course of Studies](#)

[Appendix C_1.b USC Catalogue of Courses, Single Subject Course of Studies](#)

[Appendix C_1.c Orientation Materials_ Course of Study by term](#)

[Appendix C_1.d MS/SS Programs on hiatus](#)

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

The USC MAT Program was reconceptualized for implementation in Fall 2017. In its new format the program is comprised of 3 terms, each with 3 courses, for a total of 28 units (10, 10 and 8 units). Term 1, the prerequisite to Guided Practice (Student Teaching) requires the successful completion of 10 units.

This coursework includes the introductory courses for teaching students with differences (Seminar A_ EDUC 671, followed by 674, 678 in terms 2 and 3) and teaching students for whom English is not their first language (Seminar B_672, followed by 675 in term 2). In the new integrated format, along with Core Pedagogy and Practice (Term 1_ EDUC 670, Followed by 673, 677 in terms 2 and 3) these continuums of

courses overlap by using shared assignments and readings to reinforce concepts and strategies.

Appendix C 1.a-d (above) provides evidence for this format, number of units and subject matter.

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

***Programs do not need to respond to Precondition 3. The requirements within Precondition 3 are reviewed during Program Review and at the site visit.**

4) Undergraduate Student Enrollment. *Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. CA EdCode Section 44320 (a)*

USC MAT is a post-baccalaureate program.

5) Program Admission. *The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. CA EdCode Sections 44227 (a).*

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

Currently, all on-ground and online Candidates are encouraged to successfully complete all parts of the CBEST and CSET before they enroll in course work, TERM 1. If this is not accomplished they must pass before progressing into Term 2, Guided Practice. If they do not accomplish this, they must take a Leave of Absence until both

tests are successfully completed. They cannot progress into Term 2 without passing these exams.

6) Subject Matter Proficiency. *The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. CA EdCode Sections 44259 (b) (5).*

For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Per # 5, all students will have successfully completed both CBEST and CSET before beginning Guided Practice, TERM 2.

[Appendix C_7.a Credential Recommendation Document Verification tracks this evidence for this precondition.](#)

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

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

- *candidates*).

All requirements listed are required of every Credential Candidate. Credential checklists must be completed before a Candidate is recommended for a credential. No Candidate is admitted to the USC MAT Program without an undergraduate degree from an accredited university.

Appendix C_ [7a](#), [7b](#), and [7c](#) Credential Checklists

Preconditions for Preliminary Education Specialist

All candidates seeking the Education Specialist Credential, Mild to Moderate, simultaneously complete all coursework and clinical expectations of either the Multiple Subjects or Single Subjects course of study. All Preconditions for those programs apply, as does the evidence presented. **Education Specialists in ALL subject matter areas are required to pass the RICA before credential recommendation.**

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

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

1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics,

including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or

2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or
3. For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.
4. Hold a California general education teaching credential in any subject.

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

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

Preconditions for Bilingual Authorization

All candidates seeking the Bilingual Authorization simultaneously complete all coursework and clinical expectations of either the Multiple Subjects or Single Subjects course of study. All Preconditions for those programs apply, as does the evidence presented.

California Bilingual Authorization in Spanish

[MAT BILA Program Information](#)

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

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

Candidates seeking the Bilingual Authorization additionally complete a set of criteria which meet the standard in a BILA-specific Key Assessment. They are also required to successfully complete the LOTE III and V exams.

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

The USC MAT Intern Program is currently on hiatus.

Preconditions for Administrative Credentials

USC Rossier School of Education

Personnel Services: School Counseling

USC Suzanne Dwork-Peck School of Social Work

Personnel Services: School Social Work

Personnel Services: Child Welfare and Attendance

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

a) In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.

Please follow the link below to description of program expectations, requirements and priorities for candidates in the Rossier School of Education, School Counseling Program: <https://rossieronline.usc.edu/masters/school-counseling-online/>

Please follow the link below to description of program expectations, requirements and priorities for students served by the USC School of Social Work School Social Work and Child Welfare and Attendance Programs:

<https://msw.usc.edu/academic/electives-options/school-social-work/>

<https://msw.usc.edu/academic/departments/>

*b) Credit for successful completion of a program of study for the **school counselor specialization** shall be: Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours of post baccalaureate study.*

The Master of Education, School Counseling is geared toward socially responsible individuals who are aware that many of the issues pupils confront have societal origins. Designed to prepare educators interested in becoming school counselors in grades pre-K through grade 12, successful candidates will obtain the Master of Education,

School Counseling degree along with USC recommendation for the Pupil Personnel Services School Counseling Credential. Forty-nine units of course work, 100 clock hours in a practicum experience and 600 clock hours of supervised field experience are required.

[APPENDIX E_b.1 USC Catalogue Description: Rossier School of Education](#)

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

The Master of Social Work , the core program for School Social Work and Child Welfare and Attendance Programs, requires a minimum of 60 semester units of courses, including field education (1000 clock hours). The degree is not awarded solely on the basis of credits earned but also requires evidence of competence in both theory and practice. At their discretion, the faculty may require courses or fieldwork or both beyond the requirements.

The master's degree program requires two academic years of full-time study or a structured part-time program that must be completed in a maximum of four years.

In accordance with the requirements of the Graduate School, a grade point average of 3.0 (A = 4.0) is required for admission to the USC Suzanne Dworak-Peck School of Social Work. Likewise, the university requires an overall GPA of 3.0 for graduation from the master's degree program.

Course requirements are organized into one semester of generalist practice course work and three semesters of specialized practice course work. Academic credit is not granted for life experience or work experience in lieu of the field practicum or any other courses in the curriculum.

[APPENDIX E_c.2 SSW School Social Work](#)

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

Neither Rossier School of Education nor USC School of Social Work offer this credential.

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

MSW candidates earning the Pupil Personnel Services Credential in School Social Work with a specialization in Child Welfare and Attendance have

content that is woven into course curriculum comprised of five core courses and one course elective equivalent to 18 units of classroom hours and field practicum experience where candidate's engage in 150 hours of child welfare and attendance practice in field education.

Preconditions Preliminary Administrative Services Credential

Please note: Program specific preconditions can no longer be met through a statement of assurance by institutional leadership (Unit Head); they require actual evidence of implementation.

The Preliminary Administrative Services Credential is offered through the Professional Development Office of the USC Rossier School of Education. The program handbook, *School Leadership Academy* provides criteria for admissions, information and guidance. ***Preconditions 1-5 are addressed and conveyed to Candidates in this handbook*** on the final pages 1-4, which is CL-574C (4/2017) issued by the State of California, Commission on Teacher Credentialing.

[Appendix F 1.1 School Leadership Academy](#)

All requirements are reviewed and documented on the *Credential Recommendation Document Verification* before a candidate is recommended for a Preliminary Administrative Services Credential.

[Appendix F 1.2 Preliminary Admin Credential Recommendation Document Verification](#)

Precondition 1: Possess one of the following valid credentials:

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

Precondition 2: Meet the basic skills requirement (BSR) as described in CA EdCode section 44252(b), unless exempt by statute.

Precondition 3: Verification of one of the following prior to being recommended for the preliminary credential

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

Precondition 4: Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 6/2014).

Precondition 5: Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position

Reading and Literacy Added Authorization (RLAA)

The Reading and Literacy Added Authorization is offered through the Professional Development Office of the USC Rossier School of Education. The program handbook provides guidance, criteria and support opportunities. Preconditions 1-5 are addressed and conveyed to Candidates in this handbook on the final page which is CL-812 (5/2016) issued by the State of California, Commission on Teacher Credentialing.

[Appendix G_1.1 Handbook: Reading & Literacy Added Authorization](#)

All requirements are reviewed and documented on the *Credential Recommendation Documentation Verification* before a candidate is recommended for a Reading and Literacy Added Authorization.

[Appendix G_1.2 RLAA Credential Recommendation Documentation Verification](#)

- (1) Prerequisite Teaching Credential.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate possesses a valid teaching credential as specified in CA EdCode section 44203(e).
- (2) English Learner Authorization.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate possesses an English Learner authorization as specified in CA EdCode sections 44253.1; 44253.2; 44253.3; 44253.4; 44253.5; 44253.6; 44253.10; or 44253.11.
- (3) Basic Skills Requirement.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has met the Basic Skills Requirement as specified in CA EdCode section 44252(b), unless exempt by statute.
- (4) Full-Time Teaching Experience.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has verified completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.
- (5) Completion of Requirements.** RLAA and/or the RLLS Credential Programs shall determine, prior to recommending a candidate for the added authorization or credential, that the candidate has completed all requirements for the Commission-approved program based on the [RLAA and/or RLSS Credential Program Standards \(rev. 03/2011\)](#).

Internship Programs: Multiple Subject Preliminary Credential and Secondary Preliminary Credential

(1) Bachelor's Degree Requirement. *Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. CA EdCode Sections 44325, 44326, 44453.*

Between 2017 and 2019 the USC MAT had 6 students in INTERN formats for the 3rd term of their preliminary MS or SS Program. These students were accepted to the MAT, meeting all existing criteria and requirements. They all held a Bachelor's degree. The AY 2017-18 included 3 candidates in an INTERN format, AY 2018-19, 3 Candidates. All Candidates completed term 3 with an INTERN credential, and all were recommended for a preliminary MS or SS preliminary credential at the completion of their program.

The INTERN format is currently on hiatus, due to small numbers and the difficulty of alignment with the traditional MAT Programs for those small numbers.

[Appendix 9.1_CCTC Inactive Status APP MS Intern](#)

[Appendix 9.2_CCTC Inactive Status APP SS Intern](#)

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

All Candidates met the Subject Matter Requirement as an MAT Candidate through passage of the CSET.

(3) Pre-Service Requirement.

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

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

All Candidates completing the USC MAT in an INTERN format had completed terms 1 and 2, including 15 weeks of supervised Student Teaching in term 2 and all pre-service components listed in *a*. The MAT did not have an approved program for Education Specialist Intern, described in *b*. They also completed all coursework required of all MAT candidates during terms 1,2,and 3.

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

(a) Provisions for an annual evaluation of the intern.

(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

(d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

All INTERNS completed their programs as part of the CTC approved MAT Program, which meets standards in each of the areas listed above. They also participated in all professional development and activities conducted by the school site/district.

(5) Supervision of Interns.

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

Interns were supervised, both on-ground and through videotape (per our program supervisory medium) by university Teacher Education faculty. A log was kept to verify meeting all hour requirements for both general education and supervision specific to teaching English learners.

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

INTERN salary was not reduced by any amount.

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

Internships were conducted within a partnership with local charter schools and one private school. These placements were reviewed and authorized and monitored by USC Rossier School of Education, MAT Program.

(7) Participating Districts. *Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. CA EdCode Sections 44321 and 44452.*

INTERNS were hired by local charter schools and one private school. The charter schools were identified and approved by the LAUSD or the State of California.

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

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

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the [Reading Instruction Competence Assessment \(RICA\)](#) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. CA EdCode Section 44468.

The USC MAT INTERN format did not have an early completion option. All INTERNS were required to meet all requirements above as part of the traditional curriculum, as approved by CTC.

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

ALL INTERNS applied for and were recommended, using criteria approved for the USC MAT by the CTC and the end of their teacher preparation program, one term after issuance of the INTERN Credential.

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

The charters schools or private schools hiring the INTERNS sought them out due to Subject Specific content, due to staff shortages.

(11) Justification of Internship Program. *When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

All INTERNS were hired to work in STEM related fields.

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

The Bilingual Language Proficiency was met through MAT approved coursework, field components and assessments completed in Term 2 and supervised in Term 3.