

California Commission on Teacher Credentialing Preconditions Report

March 31, 2024

USC CCTC Accredited Credential Programs

[General Institutional Preconditions](#)

[Program Specific Preconditions](#)

[Master of Arts in Teaching \(MAT\) Preliminary MS/SS Teaching Credential](#)

[MAT Preliminary Dual EdSpec & MS/SS Teaching Credential](#)

[MAT Bilingual Authorization in Spanish \(BASP BILA\)](#)

[Rossier Master of Education in School Counseling \(MSC\) Pupil Personnel Services Credential \(PPSC SC\)](#)

[PPSC Dworak-Peck School Social Work \(SSW\) and Child Welfare and Attendance \(SCWA\)](#)

[Keck Master in Speech Language Pathology MS SLP](#)

[Rossier School Leadership Academy Preliminary Administrative Services Credential SLAPASC](#)

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

General Institutional Preconditions

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.

Precondition 1 for Institutions of Higher Education

(a) 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.

EVIDENCE GUIDANCE	EVIDENCE
<p><i>Examples of Acceptable Evidence</i></p> <ul style="list-style-type: none"> • Copy of most recent letter from WASC Senior or one of the other federally recognized accrediting bodies. 	<p>Rossier School of Education is operated by (a) the University of Southern California which is currently (i) fully accredited by the Western Association of Schools and Colleges and (ii) grants baccalaureate academic credit, post baccalaureate academic credit as well as professional development certificates. Our most recent review was in 2021. Please see the official WASC Accreditation Letter linked below.</p>

	2021 USC WASC ACCREDITATION LETTER
<p>Precondition 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.</p>	
<p>A statement of assurance by Unit Head (Dean, Superintendent) that the institution understands that once it enrolls candidates that candidates must be able to complete the program even if the program plans to close. The statement should include an assurance covering all language in i-iv.</p> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • A copy of or link to the institution’s teach out plan in the event the programs would close or a description of the teach- out plan (sufficiently specific) about how the institution will provide for candidates' needs and ability to complete a program. 	<p style="text-align: center;">2024 Deans (Unit Head) Letter/statement of assurances</p> <p style="text-align: center;">Rossier Teach-out plan</p>
<p>Precondition 3. Responsibility and Authority. To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:</p> <p>(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).</p> <p>(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.</p>	

<p>(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.</p>	
<p>(a) Title of the person responsible for oversight of all educator preparation programs (Unit Head). Name of the current occupant of that position is helpful but not required. Program Directors/ Coordinators are not the unit head unless that person is also institutional leadership, has oversight of all credential programs offered by the institution, and authority to designate institutional resources for all programs.</p>	<p>The Director of Accreditation and Credentialing reports directly to the <u>Associate Dean of Academic Programs -Dr. Kathy Stowe who has the authority and responsibility for oversight of all educator preparation programs</u>. All USC accreditation and credentialing activities are coordinated by the Director Accreditation and Credentialing who reports directly to the Associate Dean of Academic Programs who is part of the USC Rossier Executive Council. The Associate Dean of Academic programs has the authority to coordinate institutional resources for all credential programs as a member of the <u>USC Rossier Executive Council</u>.</p>
<p>AND</p> <p>(b) An organization chart largely addresses this requirement. Please review the organization chart to make sure it is representative of all the credential programs offered by the institution, the positions responsible and the reporting relationships between key individuals. If any aspect of the program is delivered by an outside organization or individuals, please ensure that they are included in the information provided. Lines of authority must be clear.</p>	<p>The Director of Accreditation and Credentialing has a collaborative relationship with all CTC licensure programs at USC. Through the reporting relationship to the Associate Dean of Academic Programs who is on the <u>Rossier Executive Council</u>, support needs of all programs are met. The Director of Accreditation and Credentialing collects and coordinates all accreditation data activities with the program representatives (<i>names in italics</i>) across the schools. Program representatives are responsible for collaborating with the Accreditation and Credentialing Department to support all credential candidates. Through this collaboration accreditation data reporting and credential operations are managed and supported with institutional resources as needed. <u>The USC Rossier Credential Program Support Chart</u> is not an organizational chart for the entire institution. It is a chart that has the name of each CTC approved licensure program representative and the support relationship with the USC Rossier School of Education Executive Council through the Accreditation and Credentialing Department.</p>
<p>(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are</p>	<p>The only persons authorized to process/submit credential recommendations for USC are currently employed trained Credential Analysts. The 2 currently</p>

<p>current employees of the Commission approved institution.</p>	<p>employed Credential Analysts report directly to the Director of Accreditation and Credentialing who is also a trained Credential Analyst. The 2 Credential Analysts and the Director are current CTC Authorized Submitters per CTC policy are the full time employees of USC Rossier School of Education.</p> <p>The Director of Accreditation is also the CTC Designee and per the Credential Information Guide (CIG) ensures that the list of authorized submitters is up to date and in accordance with CTC Policy per</p> <p>The current list of full time USC Rossier employed CTC authorized submitters is found on page 87 of the CIG here - CIG Pdf</p>
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Precondition 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

<p><i>Examples of Acceptable Evidence</i></p> <ul style="list-style-type: none"> • Links or copies to documents that include non-discrimination language related to employment such as employee handbooks, recruitment materials, job postings, etc. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Links or copies to documents that include non-discrimination language related to candidates in the program – admissions, retention, graduation and so forth. These are typically in candidate handbooks or candidate recruitment materials. 	<p><i>“The University of Southern California prohibits discrimination on the basis of actual or perceived race, color, ethnicity, religion (including religious dress and grooming practices), creed, sex, age (40 years and over in the employment context), marital status, national origin, citizenship status, employment status, income status, ancestry, partnership status, medical condition (including cancer and genetic characteristics), pregnancy (including childbirth, breastfeeding, or related medical conditions), disability, political belief or affiliation, domestic violence victim status, military or veteran status, sexual orientation, gender, gender identity, gender expression, genetic information, and any other class of individuals protected from discrimination under federal, state, or local law, regulation, or ordinance</i></p>
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(Protected Characteristics), and their implementing regulations, in any of its education programs and activities, in employment and application for employment, in admission and application of admission, and in all other University programs and activities, in compliance with Title IX of the Education Amendments of 1972 and its implementing regulations, 20 U.S.C. 1681 et seq.; Title III of the Americans with Disabilities Act of 1990, as amended in 2008; Section 504 of the Rehabilitation Act of 1973; Title VI and VII of the Civil Rights Act of 1964; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; Executive Order 11246 of 1965, as amended by Executive Order 11357 of 1967; the California Fair Employment and Housing Act; and other federal, state, and local laws, regulations, or ordinances that prohibit discrimination.

*“The University **prohibits unlawful harassment of students, employees, and third parties on the basis of any protected characteristic as identified above.**” From the [USC Non-Discrimination and Anti-Harassment Guidelines](#)*

Commitment to retention and diversity

[Rossier Student Retention](#)

[Rossier Diversity](#)

“USC is strengthened by the many races, ethnicities, religions, sexual orientations, and gender identities of our students, faculty, and staff- and of the people in our neighboring communities. We are taking action now to help end systemic racism and discrimination at the university and nationwide.”

	<p>Fostering a more inclusive USC</p> <p>22% Percentage of first-generation college students among the incoming freshman class of 2020</p> <p>21% Percentage of undergraduates in 2020 who came from low-income families</p> <p>200+ Languages spoken in the neighborhoods around USC's campuses</p> <p>From The Diversity Advantage</p> <p>Actions taken to critically examine student experiences in our program directly related to equity and diversity.</p> <p>MAT Racial Equity Student Survey Analysis</p>
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Precondition 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.

*Examples of **Acceptable Evidence***

- Assurance statement by institutional leadership (unit head) that agrees and includes language pertaining to a-d.

[2024 Deans \(Unit Head\) Letter/statement of assurances](#)

Precondition 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.

*Examples of **Acceptable Evidence***

- Identification of the person (name and title) for reporting and responding to all requests from the Commission for data.
- Assurance statement that the institution understands that it is its responsibility to check the contact information listed on the Commission’s approved programs page and to make any necessary updates at least

The Director of Accreditation and Credentialing -Dr. Cathy R. Creasia is the identified Rossier employee who is the qualified officer responsible for reporting and responding to all requests from the Commission for data. The Director is also the Institutional Designee as per the CIG and is responsible for the annual update

<p>on an annual basis.</p>	<p>of institutional contact information. <u>The Rossier 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.</u> 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 accreditation data.</p>
<p>Precondition 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.</p>	
<p><i>Examples of Acceptable Evidence</i></p> <ul style="list-style-type: none"> • A statement signed by institutional leadership (Unit Head) that all statements, documents, and information provided to the Commission by the institution is accurate and truthful. 	<p>2024 Deans (Unit Head) Letter/statement of assurances</p>
<p>Precondition 8. Grievance Process.</p> <p>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.</p> <p><i>Note: While the Commission does not dictate a specific process for candidates to grieve actions and decisions related to the admission, progress, and completion of their program, the Commission may find it necessary to comment on an institution's grievance process if it appears to unfairly disadvantage the candidate. Examples include requiring the candidate to grieve to the very same individuals for whom the grievance is directed.</i></p>	
<p><i>Examples of Acceptable Evidence</i></p> <ul style="list-style-type: none"> • Copies of or links to the institution's grievance process for candidates and applicants. • The grievance process needs to be easily accessible so information about where a candidate obtains this information is critical 	<p>USC Complaint Resolution</p> <p>USC Policies and Policy Governance</p> <p>Here is where the Rossier grievance processes that we would advise any student on is located. Rossier Student Support Services</p>

<p>– Provide website URL to where the grievance process is housed.</p> <ul style="list-style-type: none"> • Evidence that demonstrates how candidates are informed of the existence of the grievance process – orientation materials or meeting agendas where it is clear that the grievance process was discussed. 	<p>That link is embedded in the USC Student Support Services handout we give to students during orientation and throughout their time in the program.</p>
<p>Precondition 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. Reference: Education Code Section 44227.5 (a) and (b).</p>	
<p><i>Examples of Acceptable Evidence</i></p> <ul style="list-style-type: none"> • List of all faculty members to whom this precondition would apply (regularly teach one or more courses in an educator preparation program but not those outside of the Department, School or College of Education) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • List indicating how each faculty member above has participated in the public-school system at least once every three years. 	<p style="text-align: center;">FACULTY K12 PARTICIPATION LOG MAR 2024</p>
<p>Precondition 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.</p>	
<p><i>Examples of Acceptable Evidence</i></p> <ul style="list-style-type: none"> • URL to the <u>approved program sponsor website</u> that does not require individuals to provide information to the entity, having to create a login and password, or any other barrier to accessing information about the institution and the program. <p>AND</p> <ul style="list-style-type: none"> • The <u>website</u> must include information 	<p>Rossier Catalog Page link USC Catalog 2023-24 Rossier</p> <ul style="list-style-type: none"> • MAT MS • MAT SS • MEdSC <p><u>Program Websites</u> USC Rossier Admissions Rossier MAT Credential Programs</p>

<p>about admissions requirements, course and fieldwork requirements, and completion requirements.</p>	<p>MESOC (Rossier PPSC School Counseling)</p> <p>Rossier Professional Development</p> <ul style="list-style-type: none"> • RLAA (Reading Literacy Auth.) • SLAPASC (Preliminary Admin) <p>Keck MS Speech Language Pathology (SLP)</p> <p>Dworak-Peck MSW (PPSC SSW & SCWA)</p>
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Precondition 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.

<p><i>Examples of Acceptable Evidence</i></p> <p>A statement of assurance that student records will be maintained and retained in accordance with the institution’s record retention policy (a) a description of how the program provides candidates with access</p> <p style="padding-left: 40px;">to their transcripts and other student records, including how candidates will have access to their records after they graduate or transfer and how they will be notified if records are scheduled for destruction.</p> <p style="text-align: center;">AND</p> <p>(b) an assurance/description that student records will be maintained at a central location or designated/main institutional site. AND</p> <p>(c) an assurance or description that indicates that the location in which the student records are housed are secured (locked cabinets or secure server) and not accessible by the public.</p>	<p>All student records are maintained and retained in accordance with USC’s record retention policy.</p> <p>(a) Candidates have access to all of their pertinent academic records through (a) OASIS and STARS reporting systems. Credential candidates also have access to their credential requirement documentation via Credential Services. They are able to contact the credential analyst and request their documents up to 5 years post graduation at no additional costs. All candidate credential documents are housed on a secure server that is not accessible to the public. Currently it is accessible only to the Credential Analysts. <i>(USC Rossier is currently in the process of developing a secure Credential Portal where candidates will be able to create and log in with a password to access these documents without contacting the credential analyst.)</i></p>
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	<ul style="list-style-type: none"> (b) OASIS and STARS systems are maintained through (c) the USC Registrar's Office, where students can request paper copies when necessary. (d) All student records in OASIS and STARS are maintained in a secure server and not accessible by the public.
<p>Precondition 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.</p> <p><i>Please note: This precondition relates to direct educational services to candidates. It is not necessary to include entities that may provide other important services but are not directly related to the program offerings such as coursework, curriculum or fieldwork. Examples of these other services that do not need to be identified under the disclosure precondition include portfolio or student data systems such as Task Stream or Live Text or other similar technology, assessment companies, and others</i></p>	
<p><i>Examples of Acceptable Evidence</i> Either</p> <ul style="list-style-type: none"> 1) an assurance statement that the institution does not use any outside entity to provide direct educational services to candidates, 	<p>All educational services, which comprise educator preparation credential programs, and all instructional, pedagogical and operational decisions are made by USC faculty and school leadership. All educational services are provided to candidates by the university. No other outside entities provide any direct educational services to USC credential candidates.</p>

Program Specific Preconditions

<p>1. Demonstration of Need. To be granted <u>initial program accreditation</u> 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.</p>
<p><i>Not applicable - not IPR</i></p>

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

Not applicable - not IPR

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

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

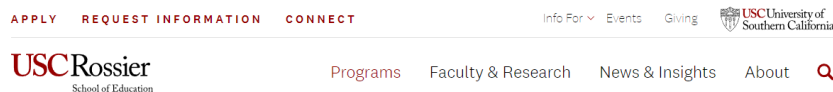
Clarification of Precondition 3

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

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

All candidates for all accredited professional preparation programs at USC are required to submit proof of satisfaction of the CA Basic Skills Requirement (BSR) per the CTC approved options. All Programs require candidates to submit exam scores and transcripts as part of their application. Program admissions teams review candidate applications for CBEST score reports. If there are no CBEST reports the admissions team forwards the candidates file to Credential Services. Credential Services reviews all transcripts for BSR and records the disposition (met/not met) in the admission system as well as sending an email directly to the candidate with next steps as necessary to support each candidate in meeting BSR.

<https://rossier.usc.edu/programs/find-compare-programs/master-arts-teaching/admission>



Application Instructions

- Personal Information +
- Transcripts +
- Résumé/CV +
- Essays +
- Basic Skills Requirement +

<https://keck.usc.edu/speech-language-pathology-ms-program/admissions/>

MS in Speech-Language Pathology
Admissions
Student Outcome Data
Faculty
Minor Program
Contact

Demonstrating Basic Skills in Reading, Writing, and Math

- **CCTC Basic Skills Requirement**

In order to apply to USC MS-SLP Program, you are required to submit official documentation that you have satisfied the basic skills requirement.

There are a number of ways to satisfy the basic skills requirement. For details on these options, visit the [California Commission on Teacher Credentialing \(CTC\) website](#).

1. Meet the basic skills requirement with qualifying college-level coursework
2. Pass the California Basic Educational Skills Test (CBEST)
3. Achieve qualifying scores on the SAT or ACT
4. Pass a CTC-approved basic skills examination from another state
5. Meet the basic skills requirement with a [combination of qualifying college-level coursework and any qualifying exam](#).

[Basic Skills Requirement Demonstration of Qualifications Form](#)

ON THIS PAGE

Admissions

USC Application

Holistic Admissions Criteria

Application Requirements

Cost of Attendance

<https://dworakpeck.usc.edu/alumni/continuing-education/post-msw-pupil-personnel-services-credential-ppsc>

USC Suzanne Dworak Peck
Admissions
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After the status of their Certificate of Candidacy application is approved, Educators login:
<http://www.ctc.ca.gov/credentials/default.html>

Basic Skills Requirement for the PPSC

A passing score on the California Basic Educational Skills Test (CBEST) or an approved score on alternative examinations in lieu of the CBEST is a prerequisite for any initial application for a California credential, verification of which must be submitted prior to recommendation for the PPSC credential. CBEST examination information can be found here:
http://www.ctcexams.nesinc.com/about_CBEST.asp and alternative examinations in lieu of the CBEST can be found here: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>

Submission of the PPSC Application

Once all of the aforementioned requirements have been met, please attach the following documents for processing of your credential.

<https://rossieronline.usc.edu/masters/school-counseling-online/admission/>

You will be asked to provide written authorization giving your consent to release your academic records, in compliance with the Family Educational Rights and Privacy Act (FERPA).

Basic Skills Requirement

In order to enroll at USC Rossier (including registering for classes), you are required to submit official documentation that you have satisfied the basic skills requirement. *Note: For the summer 2022 cohort, if you plan to use the CBEST to satisfy the basic skills requirement, you will have until the end of the SC online program to take and pass the exam. However, we strongly encourage you to continue working towards satisfying the basic skills requirement as soon as possible, by way of the CBEST or another approved option. Reach out to the admission team for more information.*



There are a number of ways to satisfy the basic skills requirement. For details on these options, visit the California Commission on Teacher Credentialing (CTC) website [link](#).

- Pass the California Basic Educational Skills Test (CBEST)
- Official SAT test score of 500 or higher on the Evidence-Based Reading and Writing Section combined with a score of 550 or higher on the SAT mathematics exam ¹
- Proof of an official ACT score of 22 or higher on the English exam combined with a score of 23 or higher on the Mathematics exam
- An official College Board Advanced Placement (AP) English exam and an AP Calculus or AP Statistics exam with a score of 3 or higher
- Pass a CTC-approved basic skills examination from another state
- Pass the CSU Early Assessment Program or the CSU Placement Examinations
- A combination of qualifying college-level coursework and any qualifying exam

Application Fee

The USC application fee is \$90.

Programs through the Professional Development Department (RLAA and Preliminary Admin) require a prerequisite credential which includes satisfaction of BSR.

<https://rossier.usc.edu/programs/find-compare-programs/reading-and-literacy-added-authorization>

APPLY REQUEST INFORMATION CONNECT Info For

USC Rossier
School of Education

Programs Faculty & Research

**The new registration window will be open June 1, 2024 for the 2024-2025 academic year. Thank you*

Eligibility Requirements


If you are interested in obtaining the Reading and Literacy Added Authorization from the California Commission on Teacher Credentialing (CTCC) [link](#), you must:

- Have a valid Teaching or Designated Subjects Credential.
- Hold English Learner Authorization.
- Submit verification of experience. You must complete a minimum of three years successful, full-time teaching experience in any grade or subject matter. Acceptable experience does not include student teaching, internship teaching, or teaching while holding an emergency permit. This experience may include teaching outside of California.
- Complete all required coursework with a grade of B or higher.
- Meet the standards of candidate competence and performance of the Reading and Literacy Added Authorization Certificate Program.


NOTE: Registration is accepted through an online registration system. This system provides secure access for all personal and payment information. For security reasons, we ONLY accept online registrations.

<https://rossier.usc.edu/programs/find-compare-programs/school-leadership-academy-preliminary-administrative-services-credential-program>

APPLY REQUEST INFORMATION CONNECT

Info For ▾ Events Giving 

USC Rossier
School of Education

Programs Faculty & Research News & Insights About 

iversity and inclusion.

- Leverage policies and practices to coordinate partnerships that benefit the specific goals and needs of the school community.

Prerequisite Qualifications

The School Leadership Academy is designed for individuals who have a passion for leadership and are committed to advancing educational equity. To apply for the program, educators must meet the following requirements:

1. Hold a Clear Teaching or Pupil Personnel Services Credential
2. Have at least four years of professional full-time experience in a public school, nonpublic school, or private school of equivalent status located in California or another state, or a combination of experience earned in California and another state. (At the culmination of the program, you will need verification of five years of full-time experience to qualify for the Preliminary Administrative Services Credential)
3. Satisfy the Basic Skills Requirement as required by the State of California (CL-667)

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

All professional preparation programs at USC with a school-based field experience ensure that candidates will not be allowed to enroll in the field experience course(s) without obtaining a Certificate of Clearance (COC) from the Commission. Credential Services collaborates with programs to track, record and store candidate COCs.

<https://dworakpeck.usc.edu/academics-programs/master-of-social-work/tracks/school-and-educational-settings/pupil-personnel>

USC Suzanne Dworak-Peck
 Admissions Academic Programs Research Community and Clinical Programs Student Life About Media Apply Search

INHERITORS

Social workers in a school setting address behavioral issues that can hinder a child's educational development, deliver psychological first aid interventions to students and faculty members during school-wide emergencies or community crisis events, and are essential for providing support to students with traumatic backgrounds who might otherwise be left behind or misunderstood.

PPSC: A Step-by-Step Guide

Step 1: Obtain a Certificate of Clearance
Prerequisite to beginning a field practicum

Step 2: Field Experience Requirement
Accrual of practice hours through internship

Step 3: Required Coursework
Specific preparation for the PPSC

Master of Arts in Teaching (MAT) Preliminary MS/SS Teaching Credential

(1) Limitation on Program Length.

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

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

EVIDENCE GUIDANCE	EVIDENCE
Link to course sequence within a handbook, website, or other authentic program documentation that shows how the program will be completed in no more than two years of full time study at the institution (or the equivalent).	The USC MAT postgraduate professional preparation program is made up of three terms: Summer 12 weeks, Fall 15 weeks, and Spring 15 weeks. On the semester system this comprises 1.5 years. The total number of units for both MS and SS is 28 units. USC MAT Course Outline

<p>(2) Limitation on Student Teaching Prerequisites. No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of effective methods of English language development as required by Program Precondition 3. <i>Reference: Education Code Section 44320 (a).</i></p>	
<p>Link to course sequence within a handbook, website, or other authentic program documentation that shows that no more than nine semester units (or twelve with EL instruction) of credential preparation courses are completed before candidates begin student teaching* experiences in a classroom or school.</p>	<p><u>USC MAT Course Sequence/Outline</u></p> <p>The USC MAT Program was reconceptualized for implementation in Fall 2017. In its current 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(Summer), the prerequisite to Guided Practice (Student Teaching) requires the successful completion of 10 units. Courses EDUC 670, EDUC 671, and EDUC 672. EDUC 671 includes the introductory coursework for teaching students with differences including those for whom English is not their first language (EL Instruction). The Term 2(Fall) of the program includes the 1st semester of Guided Practice EDUC 673.</p>
<p>(3) Literacy Instruction. The program includes the study of effective means of teaching literacy, in accordance with 44259 (b) (4) (A) and (B).</p>	
<p><i>For currently approved Preliminary Multiple/Single Subject programs submitting Preconditions in years 1 and 4 of the accreditation cycle: Provide links to syllabi that show when and how candidates will learn and demonstrate knowledge required in Education Code Sections 44259 (b) (4) (A) and (B). Below is an excerpt from the statute. Please refer to the following link to see the full language of the statute:</i></p>	<p>(i) The MAT program has a dedicated course to the explicit teaching of literacy. EDUC675 covers the foundations of literacy instruction including organized, systemic, explicit skills instruction (phonics, phonemic awareness, decoding, etc.) and requires that students complete learning activities, classroom observations and formal assignments in these areas to practice their learning (pages 4-6 provide assignment overviews, also highlighted throughout the syllabus in yellow to show where it is</p>

[Education Code Sections 44259 \(b\) \(4\) \(A\) and \(B\).](#)

(A) ...comprehensive reading instruction that is research based and includes all of the following:

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language. (iii) Ongoing diagnostic techniques that inform teaching and assessment.
- (iv) Early intervention techniques.
- (v) Guided practice in a clinical setting.

introduced and practiced). The class requires a final exam as the key signature assessment for the course. This exam is modeled after the RICA exam to demonstrate student's knowledge of content related to literacy development and instruction (p.2 in syllabus and the final exam is provided).

(i) The MAT program has a course on integrating language development across the curriculum (EDUC 672) that introduces terms such as phonics, phonology, phonemic awareness, morphology, syntax, lexicon. (Found in Peregoy & Boyle (2017), Ch. 2 - Unit 2, Week 4 (p. 12 on syllabus)) [EDUC 672 SYLLABUS](#)

(ii) EDUC 675 also covers a strong literature, language, and comprehension component with a balance of oral and written language (evidence is highlighted throughout the syllabus in blue).

(ii) In EDUC 672, language development (second language development, in particular) is emphasized throughout with attention to both oral and written language.

(iii, iv) As part of EDUC675 students complete a case study that includes administering and gathering assessment data of three students (MLL, struggling reader, advanced reader) to determine literacy strengths and needs. An intervention plan is created for each student (color-coded in red font). [EDUC 675 SYLLABUS](#)

(iii) In EDUC 672, assessment of multilingual learners is discussed in unit 6 (p. 14 on syllabus).

(v) As part of EDUC675 students complete the case study in their guided practice setting. They also have two lesson planning assignments based on data to plan for an administer in their guided practice placement site.

(B)... “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit

	<p>phonics...</p> <p>EDUC675 covers the teaching of, practice with and planning for direct, systematic, explicit phonics instruction. It is highlighted in yellow throughout the syllabus.</p>
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(5) Assessing Candidates for Subject Matter Competence.
 The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement.

This process includes:

- Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a), *Title 5 Code of Regulations* §80096.
- Within the first 60 days of the candidate’s admission, the institution must complete an assessment of each candidate’s standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify the candidate of that standing.

1. Link within a handbook, website, or other authentic program documentation that indicates how candidates are provided with clear and accurate information about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a), *Title 5 Code of Regulations* §80096. This evidence may be within any current authentic candidate materials where requirements are listed.

1. There is a hot-link on the [Credential Requirements](#) page to the [CTC Site on SMR](#) options.



Teaching Credential Requirements

To be recommended for a preliminary teaching credential, you must satisfy a series of requirements established by the CTC. These requirements must be completed before and during your time in the program.

To apply to USC Rossier, you must submit official documentation that you have satisfied the basic skills requirement by way of an approved option. To be eligible to register for classes at USC Rossier, you must submit official documentation that you have satisfied the subject matter requirement by way of an approved option. No later than May 1, 2024.

After you have completed the program and all credential requirements, USC Rossier will formally recommend qualified candidates to the California Commission on Teacher Credentialing (CCTC) for a preliminary credential. If you plan to work in another state, contact the state directly to identify any

Teaching Credential Requirements

To be recommended for a preliminary teaching credential, you must satisfy a series of requirements established by the CTC. These requirements must be completed before and during your time in the program.

To apply to USC Rossier, you must submit official documentation that you have satisfied the basic skills requirement by way of an approved option.

2. Evidence of the program’s process for completing the assessment and providing candidates with notification of their standing in relation to meeting the subject matter competence requirement within 60 days of their admission to the program. This notification should include reference to how the candidate has completed the requirement or next steps to completion.

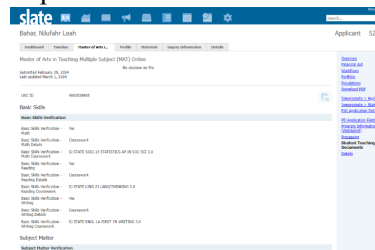
*To be eligible to register for classes at USC Rossier, you must submit official documentation that you have satisfied the subject matter requirement by way of an **approved option** no later than May 1, 2024.*

2. The MAT reviews applications on a continuous rolling basis. All applications are reviewed for SMR by the Credential Analysts. When students apply they are prompted to submit any transcripts and exam score reports for review by the SLATE Admissions and Application system.

Candidates are reviewed during the application process as well as after being admitted. They must meet SMR before enrollment. All admitted candidates are reviewed and provided a SMR disposition well within the 60 day time frame. Candidate notification includes the disposition on how met/not met as well as next steps to completion.

Candidate files are reviewed and a disposition is made within 10-15 days of their documents being submitted for review. This includes candidates in the admission phase and after admission prior to enrollment.

Credential Analysts input the candidates SMR disposition into the admissions system (SLATE)



which sends out an automated email to the candidate. [Example of Automated SLATE Email](#)

In addition, the Credential Services desk also sends a disposition notification directly to the candidate which includes next steps as appropriate.

Credential Services often receive requests for SMR evals from candidates directly. These candidates also receive a decision with next steps as necessary within 10 days of receipt of documentation (exams

scores, transcripts etc.).

If/when they are admitted without an eval, they are prompted to submit their documentation and receive a disposition with next steps as appropriate within 10-15 days.

(6) Demonstration of Subject Matter Competence*

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.

A) For Multiple Subject and Single Subject programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods:

1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. *Reference: Education Code 44259 (b)(5)(A)(i).*
2. Passage of a Commission-approved subject matter examination. *Reference: Education Code 44259 (b)(5)(A)(ii).*
3. Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. *Reference: Education Code 44259 (b)(5)(A)(iii), Title 5 Code of Regulations §80096.*

***The text of this Precondition continues below**

(6) Demonstration of Subject Matter Competence (continued)

4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.
 - i. For Single Subject credentials, a major in one of the subject areas in which the Commission credentials candidates, as indicated in *Education Code 44259(b)(5)(A)(iv)(I) and 44282 (b), Title 5 Code of Regulations §80096.*
 - ii. For Multiple Subject credentials, a liberal studies, liberal arts, or elementary education major or other degree that includes coursework in the content areas as indicated in *Education Code 44259(b)(5)(A)(iv)(II) and 44282 (b), Title 5 Code of Regulations §80096.*
5. A combination of the methods described in 1, 2, or 3 above that together demonstrate that the candidate has met or exceeded the domains of the subject

matter requirements adopted by the Commission. *Education Code 44259 (b)(5)(A)(v), and 44282 (b), Title 5 Code of Regulations §80096.*

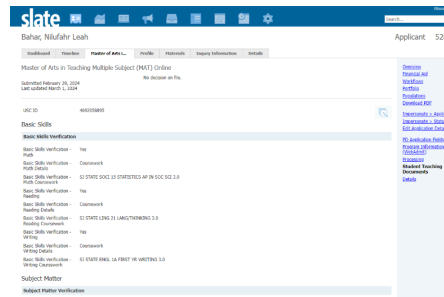
B) For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competence prior to beginning early field experiences and throughout the program until such time as it has been determined that the candidate has satisfied subject matter competence. Each candidate in an integrated undergraduate program must have satisfied subject matter competence, or at a minimum completed four-fifths of the Commission-approved subject matter preparation program, prior to beginning daily whole class instruction.

Link to tracking materials, checklists, or other authentic program documentation that shows how the program assures that each candidate has demonstrated subject matter proficiency before being given daily whole class instructional responsibilities. The evidence should be clear about when, in the program, demonstration of subject matter occurs.

Credential Services (analysts) review all candidates for SMR satisfaction.

Candidates are reviewed during the application process as well as after being admitted. They must meet SMR prior to enrollment.

Candidate status is tracked continually until SMR is met via SLATE (per above precondition evidence)



and via Credential Services. Because candidates are not allowed to enroll in any courses until SMR is met, this ensures they will not be able to assume daily whole class instruction prior to SMR being met as Guided Practice is during the 2nd term of the program.

(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:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program • Completion of

<p>the subject matter requirement</p> <ul style="list-style-type: none"> • 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). <p><i>Reference: Education Code Sections 44259 (b) and 44283 (b) (8)</i></p>	
<p>Link to evidence (tracking materials, checklists, or other authentic program documentation) that shows the tracking process followed by the program to assure that each candidate has completed each legal requirement of the credential. If this credential recommendation tracking process is housed in an internal database, screenshots of the process can be provided.</p>	<p>USC Rossier Credential Services has 3 full time employees who are trained as Credential Analysts and 1 full time Credential support person. These staff positions/personnele are referred to as Credential Services.</p> <p>Credential Services is part of the USC Rossier Accreditation and Credentialing Dept. Candidate credential requirements are tracked by Credential Services using a Verification Form (VERIF). All credential requirements are listed on the form and no candidate is recommended without a complete VERIF. Each specific credential path has a corresponding VERIF. Candidate VERIFs are housed in a secure file along with candidate documents.</p> <p>MS VERIF copy SS VERIF copy</p>

MAT Preliminary Dual EdSpec & MS/SS Teaching Credential

<p>1. English Language Skills.</p> <p>In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of effective 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.</p> <p>Reference: Education Code Sections 44227, 44253.1, and 44283.</p>	
<p>EVIDENCE GUIDANCE</p>	<p>EVIDENCE</p>
<p><i>For institutions in IIA and for currently approved Preliminary Education Specialist programs submitting Preconditions in years 1 and 4 of the accreditation cycle: Link to course sequence</i></p>	<p>(i) The MAT program has a dedicated course to the explicit teaching of literacy. EDUC675 covers the foundations of literacy instruction including organized, systemic, explicit skills instruction</p>

within a handbook, website, or other authentic program documentation that shows when and how candidates will learn and demonstrate knowledge required in Education Code Sections 44259 (b) (4) (A) and (B).

For institutions working on an Initial Program Review program proposal: Information on this precondition will be included in the submission for Program Standard 7 and TPE 7. No further evidence is required.

(phonics, phonemic awareness, decoding, etc.) and requires that students complete learning activities, classroom observations and formal assignments in these areas to practice their learning (pages 4-6 provide assignment overviews, also highlighted throughout the syllabus in yellow to show where it is introduced and practiced). The class requires a final exam as the key signature assessment for the course. This exam is modeled after the RICA exam to demonstrate student's knowledge of content related to literacy development and instruction (p.2 in syllabus and the final exam is provided).

(i) The MAT program has a course on integrating language development across the curriculum (EDUC 672) that introduces terms such as phonics, phonology, phonemic awareness, morphology, syntax, lexicon. (Found in Peregoy & Boyle (2017), Ch. 2 - Unit 2, Week 4 (p. 12 on syllabus)) [EDUC 672 SYLLABUS](#)

(ii) EDUC 675 also covers a strong literature, language, and comprehension component with a balance of oral and written language (evidence is highlighted throughout the syllabus in blue).

(ii) In EDUC 672, language development (second language development, in particular) is emphasized throughout with attention to both oral and written language.

(iii, iv) As part of EDUC675 students complete a case study that includes administering and gathering assessment data of three students (MLL, struggling reader, advanced reader) to determine literacy strengths and needs. An intervention plan is created for each student (color-coded in red font). [EDUC 675 SYLLABUS](#)

(iii) In EDUC 672, assessment of multilingual learners is discussed in unit 6 (p. 14 on syllabus).

(v) As part of EDUC675 students complete the case study in their guided practice setting. They also have two lesson planning assignments based on data to plan for an administer in their guided practice placement site.

(B)... “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics...

EDUC675 covers the teaching of, practice with and planning for direct, systematic, explicit phonics instruction. It is highlighted in yellow throughout the syllabus.

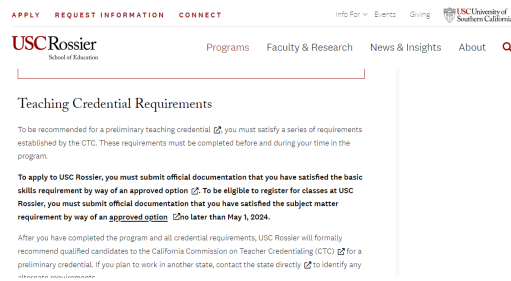
2. Assessing Candidates for Subject Matter Competence.

The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:

- Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a).
- Within the first 60 days of the candidate’s admission, the institution must complete an assessment of each candidate’s standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.

1. Link within a handbook, website, or other authentic program documentation that indicates how candidates are provided with clear and accurate information about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a). This evidence may be within any current authentic candidate materials where requirements are listed.

1. There is a hot-link on the [Credential Requirements](#) page to the [CTC Site on SMR](#) options.



Teaching Credential Requirements

To be recommended for a preliminary teaching credential, you must satisfy a series of requirements established by the CTC. These requirements must be completed before and during your time in the program.

To apply to USC Rossier, you must submit official documentation that you have satisfied the basic

- Evidence of the program’s process for completing the assessment and providing candidates with notification of their standing in relation to meeting the subject matter competence requirement within 60 days of their admission to the program. This notification should include reference to how the candidate has completed the requirement or next steps to completion.

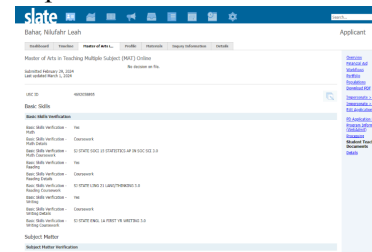
skills requirement by way of an approved option. To be eligible to register for classes at USC Rossier, you must submit official documentation that you have satisfied the subject matter requirement by way of an approved option no later than May 1, 2024.

2. The MAT reviews applications on a continuous rolling basis. All applications are reviewed for SMR by the Credential Analysts. When students apply they are prompted to submit any transcripts and exam score reports for review by the SLATE Admissions and Application system.

Candidates are reviewed during the application process as well as after being admitted. They must meet SMR before enrollment. All admitted candidates are reviewed and provided a SMR disposition well within the 60 day time frame. Candidate notification includes the disposition on how met/not met as well as next steps to completion.

Candidate files are reviewed and a disposition is made within 10-15 days of their documents being submitted for review. This includes candidates in the admission phase and after admission prior to enrollment.

Credential Analysts input the candidates SMR disposition into the admissions system (SLATE)



which sends out an automated email to the candidate. [Example of Automated SLATE Email](#)

In addition, the Credential Services desk also sends a disposition notification directly to the candidate which includes next steps as appropriate.

Credential Services often receive requests for SMR evals from candidates directly. These candidates also receive a decision with next steps as necessary within 10 days of receipt of documentation (exams scores,

transcripts etc.).

If/when they are admitted without an eval, they are prompted to submit their documentation and receive a disposition with next steps as appropriate within 10-15 days.

3. **Demonstration of Subject Matter Competence**

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.

- a. For Education Specialist programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods:
 1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. *Reference: Education Code 44259 (b)(5)(A)(i).*
 2. Passage of a Commission-approved subject matter examination. *Reference: Education Code 44259 (b)(5)(A)(ii).*
 3. Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. *Reference: Education Code 44259 (b)(5)(A)(iii).*
 4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the Commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.
 5. A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. *Education Code 44259 (b)(5)(A)(v), 44282 (b).*
- b. For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency prior to beginning early field experiences and throughout the program until such time as it has been determined that the candidate has satisfied subject matter competence. Each

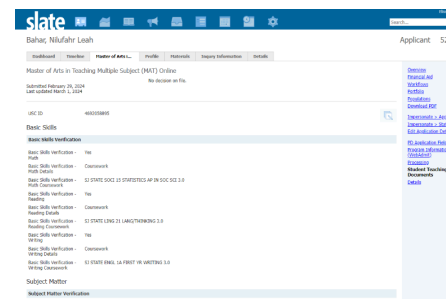
candidate in an integrated undergraduate program must have satisfied subject matter competence, or at a minimum completed four-fifths of the Commission-approved subject matter preparation program, prior to beginning daily whole class instruction.

Link to tracking materials, checklists, or other authentic program documentation that shows how the program assures that each candidate has demonstrated subject matter proficiency before being given daily whole class instructional responsibilities. The evidence should be clear about when, in the program, demonstration of subject matter occurs.

Credential Services (analysts) review all candidates for SMR satisfaction.

Candidates are reviewed during the application process as well as after being admitted. They must meet SMR prior to enrollment.

Candidate status is tracked continually until SMR is met via SLATE (per above precondition evidence)



and via Credential Services. Because candidates are not allowed to enroll in any courses until SMR is met, this ensures they will not be able to assume daily whole class instruction prior to SMR being met as Guided Practice is during the 2nd term of the program.

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: *Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).*

- Possession of a baccalaureate or higher degree 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 a Commission-approved Teaching Performance Assessment (for candidates enrolling after July 1, 2022)

<p>Link to evidence (tracking materials, checklists, or other authentic program documentation) that shows the tracking process followed by the program to assure that each candidate has completed each legal requirement of the credential. If this credential recommendation tracking process is housed in an internal database, screenshots of the process can be provided.</p>	<p>USC Rossier Credential Services has 3 full time employees who are trained as Credential Analysts and 1 full time Credential support person. These staff positions/personnele are referred to as Credential Services.</p> <p>Credential Services is part of the USC Rossier Accreditation and Credentialing Dept. Candidate credential requirements are tracked by Credential Services using a Verification Form (VERIF). All credential requirements are listed on the form and no candidate is recommended without a complete VERIF. Each specific credential path has a corresponding VERIF. Candidate VERIFs are housed in a secure file along with candidate documents. EdSpec MS/SS Dual VERIF copy</p>
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MAT Bilingual Authorization in Spanish (BASP BILA)

<p>(1) Prerequisite Credential An institution operating a program for the Bilingual Authorization must verify, prior to recommending a candidate for the authorization, that the candidate holds a prerequisite credential or is recommended for a prerequisite credential simultaneously. The prerequisite credential must include an English Learner authorization or the candidate must be eligible for an English Learner authorization pursuant to the provisions of Education Code section 44253.4(b)(1) and 5 California Code of Regulations (CCR) sections 80015.1(a) (1) and 80015.2. development permit (excluding assistant and associate permit), or children’s center permit which credential or permit authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12, inclusive, or classes primarily organized for adults, except for the following: emergency credentials or permits, exchange credentials as specified in Education Code section 44333, district intern credentials as specified in education code section 44325, sojourn certificated employee credentials as specified in Education Code section 44856, and teacher education internship credentials as specified in Education Code Article 3 (commencing with Education Code section 44450) of Chapter 3.</p>	
<p>1. Link to admission requirements on program website that indicates candidates for the Bilingual Authorization must hold a prerequisite teaching credential or <u>earn the prerequisite credential simultaneously with an English Learner Authorization or be eligible for an English Learner</u></p>	<p>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.</p>

Authorization.

2. Checklist or tracking document showing how and when the program verifies the candidate holds the prerequisite credential, or has earned the prerequisite credential simultaneously, and that the credential includes an English Learner Authorization or that the candidate is eligible for an English Learner Authorization.

MAT ADDITIONAL PATH BASP/BILA

The screenshot shows the USC Rossier School of Education website. The main heading is 'Additional Pathways'. Below it, there is a sub-heading 'Teach Students with Mild/Moderate Disabilities' with a plus sign. Another sub-heading is 'Teach Students Whose Primary Language Is Spanish' with a minus sign. A detailed description for 'Bilingual Authorization in Spanish' is provided, stating: 'Prepare to teach K-12 grade language learners whose primary language is Spanish. This authorization provides the option to teach in either bilingual settings or in English dominant settings with learners whose primary language is Spanish. You must demonstrate fluency in Spanish and complete additional student teaching to pursue this authorization. Learn more about California Bilingual Authorization' with a link icon.

Rossier Master of Education in School Counseling (MEdSC) Pupil Personnel Services Credential (PPSC SC)

1. Bachelor's Degree (Ed Code §44266)

Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university.

Please follow the links below for the description of program expectations, requirements and priorities for candidates in the Rossier School of Education, School Counseling Program:

[USC Rossier MEdSC Program Description](#)

[MEdSC Admissions Requirements and Application Information](#)

The admissions counselors are responsible for making sure the applications are complete. Here is their process:

- The applicant submits an online application.
 - As part of the online application they will include their essay, short answer questions, unofficial transcripts, and resume.
- The application services team will then review all applications to ensure all files are submitted.
 - If files are missing items, such as Letters of Recommendation or official transcripts, the team will hold off on completing the file until those are submitted.
- Once all items are submitted, the file will be marked as complete and assigned to two faculty for review.

- If there is a split decision, the file will be reviewed by a third reviewer (the program lead) to determine the final recommendation.
- The Basic Skills Requirement is required for MSC students before they can enroll in the program so admissions works with students to obtain this prior to registration.

2. Program Curriculum

A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement as follows: 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 700 clock hours of supervised field experience are required.

[USC Catalog Description: Rossier School of Education
MSC Program of Study](#)

3. For Intern Programs

An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.

Not Applicable - There is no active Intern Program option at this time.

USC Dworak-Peck MSW PPSC School Social Work (SSW) and Child Welfare and Attendance (SCWA)

1. Bachelor's Degree (Ed Code §44266)

Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university. This is verified by the university graduate admissions office which includes conferral of a baccalaureate degree.

This is verified by the university graduate admissions office which includes conferral of a baccalaureate degree.

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MSW Home Our Program ▾ MSW Admissions ▾ Faculty News **Apply** Contact Us

Admissions Requirements

Traditional Master of Social Work:

- Bachelor's degree (or equivalent) from a regionally accredited college or university, with a minimum of 18 units of interdisciplinary liberal arts coursework, spanning both social and biological sciences
- Minimum cumulative undergraduate GPA of 3.0 (based on a 4.0 grading scale) for the full-time, 4-semester program. Prospective students with a cumulative undergraduate GPA below 2.8 will not be considered.
- Strong academic promise to perform successfully at the graduate level
- Experience in providing service to people preferred
- Potential for professional competence; strong interest and motivation; and commitment to social work values such as:
 - Appreciation for cultural and ethnic diversity

2. Program Curriculum

A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement as follows: 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. In 2020, the program moved to a 42-unit program and candidates were mandated to add a minimum of one three-unit elective to meet the 45 semester units. In 2023, the program moved to a 48-unit program which meets the minimum 45 semester units. Please see USC SDP curriculum snapshot attached.

In 2023, the program moved to a 48-unit program which meets the minimum 45 semester units. Please see USC SDP curriculum snapshot attached.

[MSW-Dworak-Peck Curriculum Snapshot](#)

USC Keck Master in Speech Language Pathology MS SLP

(1) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a credential, that the candidate holds or has been recommended for a master's degree in Speech-Language Pathology from a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation.

The Master of Science in Speech-Language Pathology Program (MS-SLP) is offered through the Caruso Department of Otolaryngology, Head and Neck Surgery (OHNS) within the Keck School of Medicine at USC. The MS-SLP is a 69-unit residential program offered over the course of six semesters, completed in two years. In order to provide exceptional services to individuals with communication and swallowing disorders, our students will develop skills in critical thinking, compassionate care, cultural sensitivity, collaborative practice, and clinical excellence. MS SLP Candidates complete the degree program and CA SLP Credential requirements simultaneously. Upon successful completion of the Master's degree program, students will be eligible for school credentialing in speech-language pathology in the state of California, as well as for the Required Professional Experience (RPE) for California state licensure and for a Clinical Fellowship (CF) leading to national certification (CCC) through the American Speech- Language and Hearing Association (ASHA).

The Master of Science in Speech-Language Pathology Program became a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language- Hearing Association (ASHA) on June 3, 2021. On March 14, 2024, continued Candidacy was granted by the CAA and ASHA. The program is expected to apply for Initial Accreditation in August 2024.

[Keck SLP Accreditation Site](#)

[USC MS SLP CAA/ASHA Candidacy Award Letter 2021](#)

[US MS SLP Continued CAA/ASHA Candidacy 2024](#)

[CAA.ASHA](#)

USC Rossier School Leadership Academy Preliminary Administrative Services Credential SLAPASC

(1) Valid Prerequisite Credential

Possess one of the following valid prerequisite credentials:

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

rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

For Intern Programs:

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

<ol style="list-style-type: none"> 1. Link to the admissions criteria on the program website describing the requirements for program admission. Must include clear language listing all valid prerequisite credential options. 2. Link to the tracking sheet or program checklist used to verify that the candidate has a valid prerequisite credential. 3. Brief description of the process the program uses to verify that this requirement is met, including the title of the individual responsible for verifying this requirement is met. 	<ol style="list-style-type: none"> 1. Included on the Program Website as Criteria for Admission under section “Prerequisite Qualifications.” 2. Included in Application Instructions, also posted on the Program Website 3. Candidates are required to upload a copy of their Clear Credential upon applying for the program. <ul style="list-style-type: none"> • When applying for the program, candidates complete an attestation stating that they have fulfilled the requirement of possessing a clear prerequisite credential (See attached). • The USC School Leadership Academy Program Administrator reviews all materials in the online application database, verifying that all documentation has been submitted and attestation is signed.

(2) Basic Skills Requirement

Meet the basic skills requirement (BSR) as described in Education Code section 44252(b), unless exempt by statute.

<ol style="list-style-type: none"> 1. Link to the admissions criteria on the program website describing the requirements for program admission. Must include clear language regarding the need to meet BSR before program admission. 2. Link to the tracking sheet or program checklist used to verify BSR has been met. 3. Brief description of the process the 	<ol style="list-style-type: none"> 1. Included on Program Website as Criteria for Admission under section “Prerequisite Qualifications.” Candidates are referred to State of California CL-667 for guidance. 2. Included in Application Instructions, also posted on the Program Website 3. When submitting their applications, candidates sign an attestation stating that
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<p>program uses to verify that this requirement is met, including the title of the individual responsible for verifying this requirement is met.</p>	<p>they have fulfilled the prerequisite requirements, including fulfilling the CA Basic Skills Requirement set forth by State of California CL-667 (see attached).</p> <p>Upon receipt of each candidate’s application to the program, the USC School Leadership Academy Program Administrator verifies that this requirement is met.</p>
<p>(3) Verification of Five Years Successful Full-Time Teaching Experience Verification of one of the following prior to being recommended for the preliminary credential:</p> <ul style="list-style-type: none"> a. Five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); b. five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech- language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or c. a combination of (a) and (b). 	
<ul style="list-style-type: none"> 1. Link to the program completion or exit criteria on the program website describing the requirements for program completion, that includes clear language regarding years of experience needed prior to recommendation for the preliminary or intern credential. 2. Link to the tracking sheet or program checklist used to verify full-time teaching experience prior to the Preliminary Administrative Services Credential recommendation. 3. Brief description of the process the program uses to ensure that this requirement is met, including the title of the individual responsible for verifying this requirement is met. 	<ul style="list-style-type: none"> 1. Part 3 of the USC Rossier School Leadership Academy Program Handbook describes the requirements for the recommendation of the Preliminary Administrative Services Credential. 2. Candidates are required to upload copies from employers verifying five years of full-time experience as defined by California Code of Regulations section 80054(g)(1) and (2) (A) in the USC Credential Portal. 3. The USC Rossier Program Administrator reviews the uploaded documentation and verifies that requirement has been met. Credential Services is part of the USC Rossier Accreditation and Credentialing Dept. Candidate credential requirements are tracked by Credential Services using a Verification Form (VERIF). All credential requirements are listed on the form and no candidate is recommended without a complete VERIF. Each specific credential path has a corresponding VERIF. Candidate VERIFs are housed in a secure file along with candidate documents.

	<p>SLPASC VERIF copy</p>
<p>(4) Completion of Commission-approved Program Completion of a Commission-approved Preliminary or Intern Administrative Services Credential program based on Administrative Services Credential program standards as described in Title 5 of the California Code of Regulations section 80054(a)(2).</p>	
<ol style="list-style-type: none"> 1. Link to program completion requirements on the program website. Must include clear language regarding completion of the program prior to recommendation for the credential. 2. Brief description of the process the program uses to verify that the candidate has completed a Commission-approved preliminary or intern Administrative Services Credential program, including the title of the individual responsible for verifying this requirement is met. 	<ol style="list-style-type: none"> 1. The School Leadership Academy Program description is posted on the School Leadership Academy website. 2. The School Leadership Academy Handbook describes in detail the requirements for completion of the program. The Handbook is divided into three sections that describe the required courses, Fieldwork, and procedures in applying for the credential recommendation. <p>Candidates maintain a digital portfolio in the USC Credential Portal that keeps track of requirements for the credential. The School Leadership Academy Program Administrator reviews the portal regularly to ensure that candidates stay up to date in meeting the requirements.</p>
<p>(5) Verification of Offer of Employment</p> <p>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.</p>	
<ol style="list-style-type: none"> 1. Link to program completion or exit criteria on program website. Must include clear language regarding how the Preliminary Administrative Services Credential would be issued, and, under what circumstances a Certificate of Eligibility would be issued. 2. Brief description of the process the 	<ol style="list-style-type: none"> 1. The School Leadership Academy Program description is posted on the School Leadership Academy website. 2. The School Leadership Academy Handbook describes in detail the

<p>program uses to verify that the candidate has an offer of employment to be issued the Preliminary Administrative Services Credential or that the candidate is eligible for the Certificate of Eligibility, including the title of the individual responsible for verifying this requirement is met.</p>	<p>requirements for completion of the program. The Handbook is divided into three sections that describe the required courses, Fieldwork, and procedures in applying for the credential recommendation.</p> <p>Candidates maintain a digital portfolio in the USC Credential Portal that keeps track of requirements for the credential. The School Leadership Academy Program Administrator reviews the portal regularly to ensure that candidates stay up to date in meeting the requirements.</p>
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USC Rossier Reading and Literacy Added Authorization (RLAA)

<p>(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).</p>
<p>All requirements are reviewed and documented by Rossier Credential Services on the <i>Credential Recommendation Documentation Verification Form (VERIF)</i> before a candidate is recommended for a Reading and Literacy Added Authorization.</p> <p>RLAA VERIF copy</p> <p>Appendix N: CTC Recommendation Process: CTC Requirements, Credentials, EL Authorization, Full-Time Teaching Experience Check & Uploads to Rossier Credentials Services Portal</p>
<p>(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.</p>
<p>Programs through the Professional Development Department (RLAA) require a prerequisite credential and an</p>

EL authorization per CA EdCode sections 44253.1; 44253.2; 44253.3; 44253.4; 44253.5; 44253.6; 44253.10; or 44253.11.

Candidate prerequisite credentials and/or CTC Profile are reviewed by Rossier Credential services to ensure that candidates possess the appropriate EL authorization prior to credential recommendation.

Appendix N: [CTC Recommendation Process: CTC Requirements, Credentials, EL Authorization, Full-Time Teaching Experience Check & Uploads to Rossier Credentials Services Portal](#)

[RLAA VERIF copy](#)

(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.

Programs through the Professional Development Department (RLAA and Preliminary Admin) require a prerequisite credential which includes satisfaction of BSR.

<https://rossier.usc.edu/programs/find-compare-programs/reading-and-literacy-added-authorization>

The screenshot shows the USC Rossier School of Education website. At the top, there are navigation links: APPLY, REQUEST INFORMATION, and CONNECT. Below the USC Rossier logo, there are links for Programs and Faculty & Research. A message states: "**The new registration window will be open June 1, 2024 for the 2024-2025 academic year. Thank you*". The main heading is "Eligibility Requirements". Below this, it says: "If you are interested in obtaining the Reading and Literacy Added Authorization from the California Commission on Teacher Credentialing (CTCC) [\[link\]](#), you must:". A bulleted list follows:

- Have a valid Teaching or Designated Subjects Credential.
- Hold English Learner Authorization.
- Submit verification of experience. You must complete a minimum of three years successful, full-time teaching experience in any grade or subject matter. Acceptable experience does not include student teaching, internship teaching, or teaching while holding an emergency permit. This experience may include teaching outside of California.
- Complete all required coursework with a grade of B or higher.
- Meet the standards of candidate competence and performance of the Reading and Literacy Added Authorization Certificate Program.

NOTE: Registration is accepted through an online registration system. This system provides secure access for all personal and payment information. For security reasons, we ONLY accept online registrations.

Appendix J: Specific [link within the RLAA Website](#) for Registration/Application outlining the CTC requirements

APPLY REQUEST INFORMATION CONNECT EVENTS

USC University of Southern California

USC Rossier School of Education

Programs Faculty & Research Financial Assistance About

USC Rossier Professional Development Registration

Program Selection

Mindfulness for Educators Certificate Program
 Reading & Literacy Added Authorization Program

To participate in the Reading & Literacy Added Authorization Program, individuals must satisfy all of the following requirements:

- Possess a valid basic California teaching credential, which may be one of the following:
 - A teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching.
 - A clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement, for additional information.
- Possess an English Learner Authorization.
- Provide verification of three years successful, full-time teaching experience in any grade or subject, preschool through adult exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit.

I meet the above requirements
 I do not meet the above requirements

(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.


Clarification of Program Precondition 4


Full-Time Experience is defined as teaching for a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time employment will be accepted. Experience earned outside of California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel or human resources by which the individual was employed.

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


Appendix J: Specific [link within the RLAA Website](#) for Registration/Application outlining the CTC requirements

[APPLY](#)
[REQUEST INFORMATION](#)
[CONNECT](#)
[EVENTS](#)





[Programs](#)
[Faculty & Research](#)
[Financial Assistance](#)
[About](#)



USC Rossier Professional Development Registration

Program Selection

Mindfulness for Educators Certificate Program

Reading & Literacy Added Authorization Program

To participate in the Reading & Literacy Added Authorization Program, individuals must satisfy all of the following requirements:

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 - A teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching.
 - A clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement, for additional information.
- Possess an English Learner Authorization.
- Provide verification of three years successful, full-time teaching experience in any grade or subject, preschool through adult exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit.

I meet the above requirements

I do not meet the above requirements

(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

Credential Services is part of the USC Rossier Accreditation and Credentialing Dept. Candidate credential requirements are tracked by Credential Services using a Verification Form (VERIF). All credential requirements are listed on the form and no candidate is recommended without a complete VERIF. Each specific credential path has a corresponding VERIF. Candidate VERIFs are housed in a secure file along with candidate documents.

[RLAA VERIF copy](#)