

**California State University  
Fullerton  
Credential Programs  
Committee  
Policy 2: Proficiency in Written and Spoken  
English  
Revised November 2014**

**Background**

This policy applies to all credential programs at California State University Fullerton. Executive Order No. 1077, *Teacher Education Preliminary Credential Programs*, was issued on May 3, 2012 by Chancellor Charles B. Reed. It establishes standards for entrance to and continuation in teacher education credential programs. The document lists a number of requirements for admissions to credential programs, including g.p.a.; early field experiences; and prerequisite courses. It also requires at least one interview and two letters of recommendation to help determine a candidate's aptitude for teaching. Also included is Requirement 7: **“The candidate shall have demonstrated proficiency in written and spoken English, as determined by the campus, and shall have taken the California Basic Educational Skills Test.”**

**Policy Elements**

**1.0 Assessment of Written and Spoken English**

Prior to admission to a credential program, all credential candidates will be assessed in written and spoken English to ensure that they are able to speak and write English clearly. Since teachers must be understood by their students, and because they model the use of English in their classrooms, it is imperative that they have competence and fluency in speaking and writing English.

**2.0 Proficiency in Written English**

Evidence of writing skills in English shall include the following. These are minimal requirements; individual programs may require additional criteria.

- 2.1 A passing score on the CBEST writing portion.
- 2.2 Demonstration of writing skills in an autobiography to be submitted with application for admission.
- 2.3 In addition, credential programs may also require a passing score on a controlled writing sample.

**3.0 Proficiency in Spoken English**

Evidence of competence in speaking English shall include the following at minimum:

- 3.1 An assessment of skills in spoken English by the program admission interviewers. They will base this assessment on the candidate's reading of a passage related to the credential area, and/or the candidate's spoken English in answering interview questions and maintaining a discussion.
- 3.2 Individual credential programs may also require additional assessments of proficiency in spoken English.

#### **4.0 Failure to Demonstrate Proficiency in English Prior to Admission to the Program**

If the candidate fails to demonstrate proficiency in written or spoken English, the candidate will not be admitted to the credential program.

#### **5.0 Failure to Demonstrate Proficiency in English During the Credential Program.**

For students admitted to a credential program, assessment of proficiency in English is an on-going process. Proficiency will be evaluated throughout the program by Master Teachers/Cooperating Teachers (clinicians), Principals, University Supervisors, and Program Coordinators. If a student is admitted to a credential program, and during the program it becomes clear to the evaluators that the student is not maintaining and demonstrating an appropriate level of proficiency in written and spoken English, that student may be disqualified and removed from the credential program until proficiency in English can be demonstrated

#### **6.0 Approaches to Improving Proficiency in English**

When students are unable to demonstrate the necessary proficiency in English, the program coordinator will suggest measures to address the problems. Following are some possible ways for the candidate to improve skills in English.

##### **Written English**

- 6.1 Tutorial help at the University Learning Center
- 6.2 Enrollment in a composition course, e.g., English 301

##### **Spoken English**

- 6.3 Enrollment in an English pronunciation course in the American Language Program.
- 6.4 Scheduled practice sessions with volunteer tutor or friend.
- 6.5 Sessions with a tutor from the University Learning Center.

#### **7.0 Reassessment**

Candidates who believe they are able to demonstrate proficiency in English should inform the appropriate program coordinator, who will arrange for reassessment as part of the process for re-applying to the program.

#### **8.0 Appeal Process**

Candidates who disagree with the initial assessment results or the reassessment may appeal through the California State University, Fullerton, Credential Programs Committee, procedures established in Policy One. An Appeals Board will then be established to determine the student's proficiency in written and/or spoken English.