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Action

Professional Services Committee

Proposed Modification of the Commission's General Preconditions and Credential Program Specific Preconditions for Educator Preparation Programs

Executive Summary: This agenda item provides for Commission consideration and possible adoption proposed General Preconditions and Program Specific Preconditions for educator preparation programs. The General Preconditions and Credential Program Specific Preconditions have undergone a field review since they were presented to the Commission in March 2013.

Policy Question: Are the proposed General Preconditions and Credential Program Specific Preconditions appropriate and adequate?

Recommended Action: Staff recommends that the Commission adopt the proposed revised General Preconditions and Credential Program Specific Preconditions.

Presenters: Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

February 2014

Proposed Modifications of the Commission's General Preconditions and Credential Program Specific Preconditions for Educator Preparation Programs

Introduction

This agenda item provides an update on the field review of the proposed General Preconditions and Credential Program Specific Preconditions and presents the final draft for Commission review and potential adoption.

Background

California currently has a set of adopted General Preconditions (Appendix A) that all Commission-approved educator preparation programs must meet in order to offer programs leading to a California certificate or authorization. In addition, the Commission has also adopted specific preconditions for the various credential programs. Preconditions for a prospective program sponsor or approved program sponsor are reviewed 1) during the initial institutional approval process, 2) prior to approval of a new educator preparation program, and 3) prior to an accreditation site visit. Preconditions are based either in California state statute or in adopted Commission policy. Because preconditions are largely ministerial and not discretionary, staff is responsible for reviewing documentation submitted by an institution and determining whether an institution has satisfactorily addressed the preconditions.

Focus on the Approved Institution and its Approved Educator Preparation Programs

The Commission accredits an institution and all its approved preparation programs. Education Code §44374(d) states that the Commission shall make a single decision to accredit, to accredit with stipulations, or to deny accreditation to all of an institution's credential programs. Each institution (college, university, school district, county office of education or other sponsor) must meet the Commission's General Preconditions and Common Standards to demonstrate institutional compliance with Commission policies and unit level support for all of the educator preparation programs that the institution offers.

The program specific preconditions are routinely reviewed and updated at the same time that credential specific program standards are reviewed and updated, typically by the same expert standards development panel. The General Preconditions have not been reviewed and updated in a comprehensive manner since their inception in the 1990's, although minor revisions have been made over the years to address particular issues. The preconditions, along with the Common Standards, serve as a gatekeeper for institutions wishing to sponsor educator preparation programs and help ensure those institutions have the capacity, resources, and infrastructure to support high quality preparation programs. Given this important function of the preconditions, and given that much has changed in the educational environment in the past two decades, the Commission provided direction at the June 2012 Commission meeting to begin the discussion to update and revise, as appropriate, the General Preconditions.

Proposed Revised General Preconditions

An agenda item with proposed revisions to the General Preconditions was presented at the September 2012 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2012-09/2012-09-2B.pdf>). The Commission requested that feedback on the proposed revisions be gathered from the Teacher Preparation Advisory Panel (TAP). The purpose of the Commission's Preconditions was shared and the proposed modifications were discussed at the October 2012 TAP meeting. During the November 2012 TAP meeting, the panel members were able to ask clarifying questions about the proposed modifications. The TAP panel members were provided an electronic survey and were asked to provide feedback on the proposed modifications. A total of nineteen individuals from the TAP Panel provided feedback through the electronic survey. The TAP panel supported the modifications in general and for the most part found the language of the proposed preconditions to be clear. If someone replied that the language was not clear, the survey requested that the individual identify the language that was unclear.

The feedback from the TAP Panel was reviewed at the February 2013 Committee on Accreditation (COA) meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2013-02/2013-02-item-18.pdf>). The Committee on Accreditation discussed the Preconditions, agreed on revisions and took action to forward the proposed revisions to the preconditions presented in Appendix B to the Commission for possible adoption.

In March 2013, staff presented the draft revised General Preconditions for Commission review and discussion (<http://www.ctc.ca.gov/commission/agendas/2013-03/2013-03-3D.pdf>). The Commission took action to move the draft revised General and Program Specific Preconditions forward for field review.

Summary of Proposed Revisions

Appendix B contains the proposed General Precondition language. The *italics* indicate the proposed changes to the language.

Some of the language in the proposed General Preconditions are new concepts while others represent a reorganization of existing concepts. Below is a summary of the proposed changes and the rationale for the proposed change.

Adopted General Precondition	Summary of Proposed Change:
1: Accreditation and Academic Credit	In section 1(a) Would add a requirement for notification of change in regional accreditation (iii) for institutions of higher education. Regional accreditation represents certain assurances that an institution has the capacity, institutional leadership and resources to provide educational services. Because California Education Code requires regional accreditation for all institutions of higher education offering educator preparation, any changes to this status needs to be communicated to the Commission. It is no longer uncommon for institutions to change regional accrediting bodies. In addition, the Commission should be made aware of events in which an institutions regional accreditation standing is at risk.

Adopted General Precondition	Summary of Proposed Change:
2: Responsibility and Authority	No Change
3: Personnel Decisions	Precondition 3: Discrimination Change title to “Discrimination” to better reflect the concepts in the precondition. Removed the specific example of gender.
4: Demonstration of Need	Move to Program Specific Precondition because it is focused at the program level and not the institutional level and required for new program proposals.
5: Practitioners Participation in Program Design	Move to Program Specific Precondition because it is focused at the program level and not the institutional level and required for new program proposals.
6: Commission Assurances	Renumbered to become Precondition 4 Would remove reference to the four years contained in the language related to being evaluated by an external team to better reflect the current accreditation cycle. Would revise section (c) to require assurance that the institution will participate fully in the Commission’s accreditation system rather than simply a focused review.
New	Add New Precondition 5: Prior to Program Approval Would add this new precondition that ensures that the institution understands that there are additional program specific preconditions that must be met for each preparation program it operates.
7: Request for Data	Renumbered to become Precondition 6 No change.
New	Add New Precondition 7: Veracity in All Claims and Documentation Submitted Would add a new precondition that makes all institutions aware that claims and documentation submitted to the Commission must be truthful. Notes that if claims or documentation are shown to be false, it is cause to deny initial institutional approval or for the COA to place stipulations on the institution.
New	Add New Precondition 8: Grievance Process Would add a new precondition that requires each institution to have a grievance process, that applicants and candidates are aware of the grievance process, and that the process is followed when a grievance has been filed.
8: Faculty Participation	Renumbered and Renamed Precondition 9: Faculty and Instructional Personnel Participation Currently only faculty members who regularly teach one or more courses relating to instructional methods in a college or university program of professional preparation for teaching or administrative methods are required to actively participate in public elementary or secondary schools

Adopted General Precondition	Summary of Proposed Change:
	and classrooms once every three academic years. Would expand this requirement to all faculty and instructional personnel who regularly teach in one or more courses in an educator preparation program leading to a credential. Education Code exempts faculty not in the Department, School or College of Education.
9: California Basic Educational Skills Test	Would be Combined into New Precondition 10: Program and Candidates Specific Preconditions See below.
10:Certificate of Clearance	Would be Combined into New Precondition 10 Program and Candidate Specific Preconditions See below.
New	<p>New Precondition 10: Program and Candidate Specific Preconditions Would combine into one precondition the concepts that were previously in Precondition 9 (CBEST) and Precondition 10 (Certificate of Clearance) into one and proposes revision to each topic.</p> <p><i>Basic Skills:</i> Would be revised to reflect current policy that the CBEST examination is no longer the only manner in which to satisfy the basic skills requirement.</p> <p><i>Certificate of Clearance:</i> Would change the current requirement that the Certificate of Clearance is needed prior to the assumption of daily student teaching responsibilities to prior to beginning any public-school based activity.</p>

Relocation and Revision of Some General Preconditions into Program Specific Preconditions

Four of the currently adopted General Preconditions are recommended to be moved to each set of credential program specific preconditions. The General Preconditions being proposed to be moved to each set of credential program specific preconditions are the following:

- (4) Demonstration of Need
- (5) Practitioners' Participation in Program Design
- (9) California Basic Educational Skills Test (CBEST)
- (10) Certificate of Clearance

Two of the preconditions proposed to be moved focus on requirements for initial approval of an educator preparation program: Demonstration of Need and Practitioners' Participation in Program Design. These two preconditions are the only General Preconditions that have to be addressed by prospective programs and it was complicated explaining this to institutions. By including these two preconditions in the program specific preconditions, it will be easier for prospective programs to understand that for initial program approval, the program specific preconditions must be met. The COA agreed that it would be appropriate for these preconditions to be in each program's set of preconditions rather than the General Preconditions.

The other two preconditions proposed to be moved focus on candidate specific requirements. It is important that the institution understand that there are specific candidate requirements that must be met by every individual in the preparation program. Therefore, the COA recommends that these two preconditions move from the General Preconditions to the Program Specific Preconditions. In addition, the COA proposed some modification in the language of these preconditions as follows.

First, the proposed modification of the precondition related to the Basic Skills Requirement would update the precondition to reflect current policy in that passage of the CBEST examination is only one way in statute to meet the Basic Skills Requirement. Second, the current precondition related to the Certificate of Clearance requires that candidates not assume daily student teaching responsibilities until they have obtained the Certificate of Clearance from the Commission. The COA believes that the Certificate of Clearance should be obtained prior to candidates participating in any field experiences, including classroom observations and field experiences that precede daily teaching responsibilities. As a result, the COA proposes to modify the precondition such that “programs shall not allow a candidate to *participate in school-based field experiences* until the candidate obtains a Certificate of Clearance from the Commission.”

The proposed Credential Program Specific Preconditions are provided in Appendix C. The *italics* indicate proposed new language moved to these Preconditions from the adopted General Preconditions.

Field Review Survey

The results from the field review are discussed below.

A total of 22 educators responded to some portion of the Preconditions survey and 16 responded to every question. The table below shows the number of respondents and the distribution of their responses to each survey question. The first three field survey questions requested demographic information. The data collected can be found in Appendix D. The demographics collected include information about respondents’ educator preparation affiliation, the type(s) of Commission-approved educator preparation programs with whom they work, and their primary role within educator preparation. The majority of respondents were affiliated with institutions of higher education, totaling approximately 80.9% while those affiliated with Local Education Agencies, Charter Schools and “Other” made up the remaining 10%.

The field review survey asked respondents to indicate whether the language in each of the proposed Preconditions was clear. The survey further asked respondents to identify language that they found to be unclear and provide any other thoughts or suggestions related to each precondition. Respondents were asked a series of questions for each precondition. Some of the questions required “yes” or “no” answers while other questions offered multiple choice answers. The majority of respondents indicated that each of the revised proposed preconditions was clear.

Precondition Survey Questions	Response	Percent	Count
Precondition 1: Accreditation and Academic Credit (Reorganized)			N=22
Language to clarify requirements for both IHEs and other sponsors.	Yes	88.2%	15

Precondition Survey Questions	Response	Percent	Count
Added requirement for notification of change in regional accreditation (iii) for institutions of higher education Is the language in proposed Precondition 1 clear?	No	11.8%	2
Should the language in the last paragraph apply only to non-IHE institutions or all institutions? Regional Accreditation through WASC requires i-iv. Sponsors that are not regionally accredited by WASC may not understand these responsibilities.	Non-IHEs	13.3%	2
	All responses	86.7%	13
Precondition 2: Responsibility and Authority (No Change)			
Is the language in proposed Precondition 2 clear?	Yes	93.3%	14
	No	6.7%	1
Precondition 3: Discrimination			
Changed title to reflect the concept in the Precondition. Removed the specific example of gender. Is the language in proposed Precondition 3 clear?	Yes	100.0%	15
	No	0%	0
Precondition 4: Commission Assurances			
Removed reference to within 4 years. Clarified (c) to be the Commission's accreditation system. Previously Precondition #6 Is the language in proposed Precondition 4 clear?	Yes	93.8%	15
	No	6.3%	1
Precondition 5: Program Requirements Prior to Program Approval (New Precondition)			
Notifies all institutions that there are specific program requirements that must be met prior to program approval including the Demonstration of Need for the program and Practitioner Participation in the Design of the Program. Is the language in proposed Precondition 5 clear?	Yes	93.8%	15
	No	6.3%	1
Precondition 6: Requests for Data			
Previously Precondition #7. Is the language in proposed Precondition 6 clear?	Yes	100.0%	16
	No	0%	0
Precondition 7: Veracity in All Claims and Documentation Submitted (New Precondition)			
Makes all institutions aware that claims and documentation submitted to the Commission must be truthful. If claims or documentation are shown to be false, it is cause to deny initial institutional approval or for the COA to place stipulations on the institution. Is the language in proposed Precondition 7 clear?	Yes	93.8%	15
	No	6.3%	1
Precondition 8: Grievance Process (New Precondition)			
Requires each institution to have a grievance process, that applicants and candidates are aware of the grievance process, and that the process is followed when a grievance has been filed. Is the language in proposed Precondition 8 clear?	Yes	93.8%	15
	No	6.3%	1
Precondition 9: Faculty Participation			
Clarified that faculty and instructional personnel for teacher and	Yes	68.8%	11

Precondition Survey Questions	Response	Percent	Count
administrator preparation programs who teach methods courses must have experience in elementary or secondary schools and classrooms every three years and faculty and instructional personnel in non-teaching or administrative services programs must have the experience in the public school system. Is the language in proposed Precondition 9 clear?	No	31.3%	5
This Precondition requires faculty in Teaching or Administrative Services program who teach methods courses to participate in the Elementary and Secondary schools and classrooms. Does this seem appropriate?	Yes	86.7%	13
	No	13.3%	2
This Precondition requires that all other faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system in an area appropriate to their credential, at least once every three academic years. Does this seem appropriate?	Yes	80.0%	12
	No	20.0%	3
Precondition 10: Candidate Specific Preconditions (New Precondition)			
Clarify for all institutions and all programs sponsored by the institution that, prior to a candidate being accepted to the program, the candidate must have taken CBEST or satisfied the Basic Skills Requirement. Prior to beginning any public-school based activity the individual must hold a Certificate of Clearance from the Commission. Is the language in proposed Precondition 10 clear?	Yes	86.7%	13
	No	13.3%	2
At this time, when does your program require applicants/candidates to hold a Certificate of Clearance (COC)?			
I do not know when my program requires the COC		0.0%	0
Prior to Admission		33.3%	5
Prior to beginning coursework		13.3%	2
Prior to any public school-based field activities		40.0%	6
Prior to student teaching or serving on an intern credential		13.3%	2
Other		0.0%	0
Do you have any concern about the Commission's Preconditions requiring candidates to hold a Certificate of Clearance prior to beginning any school-based activities in an approved educator preparation program?	Yes	13.3%	2
	No	86.7%	13

In the final survey question, respondents were asked to provide feedback regarding any concerns they might have about the originally proposed 2013-14 implementation date of the revised preconditions. Because the timeline for bringing this item forward to the Commission for action has changed significantly, the specific responses to this question are no longer relevant. However, the responses to the survey question at that time suggests that consideration should be given to the implementation timeline such that processes and procedures can be established for institutions to begin to meet the proposed revised preconditions, if adopted by the Commission.

Staff Recommendation

Because the educators who responded to the field survey generally approved of the proposed revised preconditions but expressed concerns about the implementation date, staff recommends:

- 1) That the Commission adopt the proposed General Preconditions (Appendix B).
- 2) That the Commission approve the relocation of the four proposed General Preconditions identified in this agenda item into the Credential Program Specific Preconditions (Appendix C).
- 3) That the Commission approve the implementation schedule presented in this item.

Staff proposes the following staged implementation schedule. The two proposed preconditions that are likely to take more time for institutions to implement are Precondition 8 (Grievance Procedures) and 9 (Faculty Participation). If adopted, all institutions would be expected to be aligned with all new preconditions beginning July 1, 2014, with the exception of Precondition 8 and 9. The Commission may want to consider allowing the institutions one year to go through their institutional procedures to adopt a grievance procedure for prospective candidates and candidates enrolled in Commission approved preparation programs. In addition, because proposed Precondition 9 expands the types of faculty members that must participate in the public schools once every three years, institutions are likely to need that same amount of time to demonstrate that they meet this precondition.

Proposed Implementation Schedule for Revised Preconditions

Institutions with Site Visits in Spring 2014

- Institutions with site visits in Spring 2014 will be held to the currently adopted Preconditions.

Institutions with Site Visits in Academic Year 2014-15

- Alignment with revised preconditions will be required to be demonstrated prior to the site visit, with the exception of Precondition 8 and 9.
- Precondition 8: Institutions must demonstrate that they have a plan for developing and adopting a Grievance Procedure.
- Precondition 9: Institutions must demonstrate that all faculty teaching methods courses are currently participating in the public schools once every three years.
- Institutions must demonstrate that they have a plan for ensuring that all other required faculty will participate in the public schools once every three years, a method of collecting that data, and be fully aligned by 2016.

Institutions with Site Visits in Academic Year 2015-16

- Alignment with all preconditions will be required be demonstrated prior to the site visit with the exception of Precondition 9.
- Precondition 9: Institutions must demonstrate that all faculty teaching methods courses are currently participating in the public schools once every three years.

- Institutions must demonstrate that they have a plan for ensuring that all other requirement faculty will participate in the public schools once every three years, a method of collecting that data, and be fully aligned by 2016.

Next Steps

If the Commission adopts the revised General Preconditions and Credential Program Specific Preconditions, staff will disseminate a Program Sponsor Alert that outlines the General Preconditions and Program Specific Preconditions. In addition, staff would update the appropriate documents and websites with the updated General Preconditions and Program Specific Preconditions. Each institution's response to the adopted Preconditions (General and Program Specific Preconditions) is reviewed during the year of the accreditation site visit.

Appendix A

Adopted General Preconditions for All Professional Preparation Programs

Pursuant to Education Code Section 44227 (and 44265) each institution must respond to the ten general preconditions as well as all other applicable program specific preconditions.

The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.

General Preconditions Established by the Commission

(1) Accreditation and Academic Credit. To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by a college or university that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts or other non-regionally accredited entities wishing to offer an educator preparation program, the Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program. The agreement to sponsor a program must include verification of the following:

Once a candidate is accepted and enrolls in an educator preparation program, the 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. In this event, an individual transition plan would need to be developed with each candidate.

(2) Responsibility and Authority. To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).

(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.

(3) Personnel Decisions. To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

(4) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. 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.

(5) 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.

(6) Commission Assurances. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.

(7) Requests for Data. To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district 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, and state and federal reporting within the time limits specified by the Commission.

General Preconditions Established by State Law

(8) Faculty Participation. Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*

(9) California Basic Educational Skills Test. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test 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 pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. *Reference: Education Code Section 44252 (b).*

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 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.

Candidate Qualifications. The standard requires that Multiple and Single Subject Credential (Program Standard 17) candidates must pass the CBEST prior to daily student teaching.

(10) Certificate of Clearance. A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities 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).*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.

Appendix B

Proposed Revised General Preconditions

General Preconditions for All Professional Preparation Programs

The following Preconditions apply to all educator preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following Preconditions.

Pursuant to Education Code Section 44227 (and 44265) each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

General Preconditions Established by the Commission

- (1) Accreditation and Academic Credit.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and 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 and (iii) *an institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.* (This provision does not apply to professional preparation programs offered by school districts or other sponsors.)
 - (b) **School districts or other non-regionally accredited entities:** the Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program. The agreement to sponsor a program must include verification of the following:

Once a candidate is accepted and enrolls in an educator preparation program, the 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. In this event, an individual transition plan would need to be developed with each candidate.
- (2) Responsibility and Authority.** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).
- (b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.
- (3) ***Discrimination.*** To be granted initial institutional accreditation or 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.
- (4) ***Commission Assurances.*** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the program proposal must: (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the 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 (c) assure that the sponsor will *participate fully in the Commission's accreditation system*.
- (5) ***Prior to Program Approval.*** *To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the entity must confirm that there are program-specific Preconditions that must be met including preconditions for initial program approval (Demonstration of Need and Practitioner Participation in Program Design).*
- (6) ***Requests for Data.*** To be granted initial institutional accreditation or 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, and state and federal reporting within the time limits specified by the Commission.
- (7) ***Veracity in all Claims and Documentation Submitted.*** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity must *positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation or for stipulations from the Committee on Accreditation.*
- (8) ***Grievance Process:*** To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the 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 the candidate has been informed of the grievance process and that the process has been followed.*

(9) Faculty and Instructional Personnel Participation. *All faculty and instructional personnel 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).*

(10) Program and Candidate Specific Preconditions. *An institution which operates an approved preparation program shall meet all program specific preconditions, including:*

- a. *Require applicants for program admission to take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).*
- b. *Not allow a candidate to participate in public school-based field activities until the candidate obtains a Certificate of Clearance from the Commission.*

Appendix C

Proposed Credential Program Specific Preconditions

These Preconditions would be added to the sets of credential program specific Preconditions.

- (11) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (12) **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.
- (13) **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 13

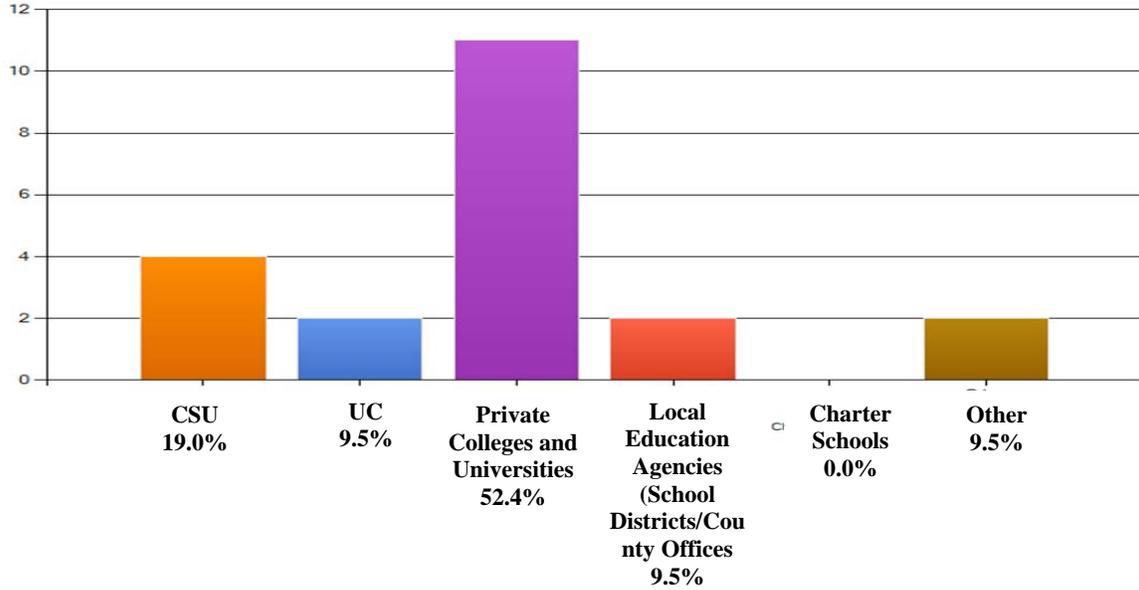
Legislative Intent. Precondition 13 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions 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.

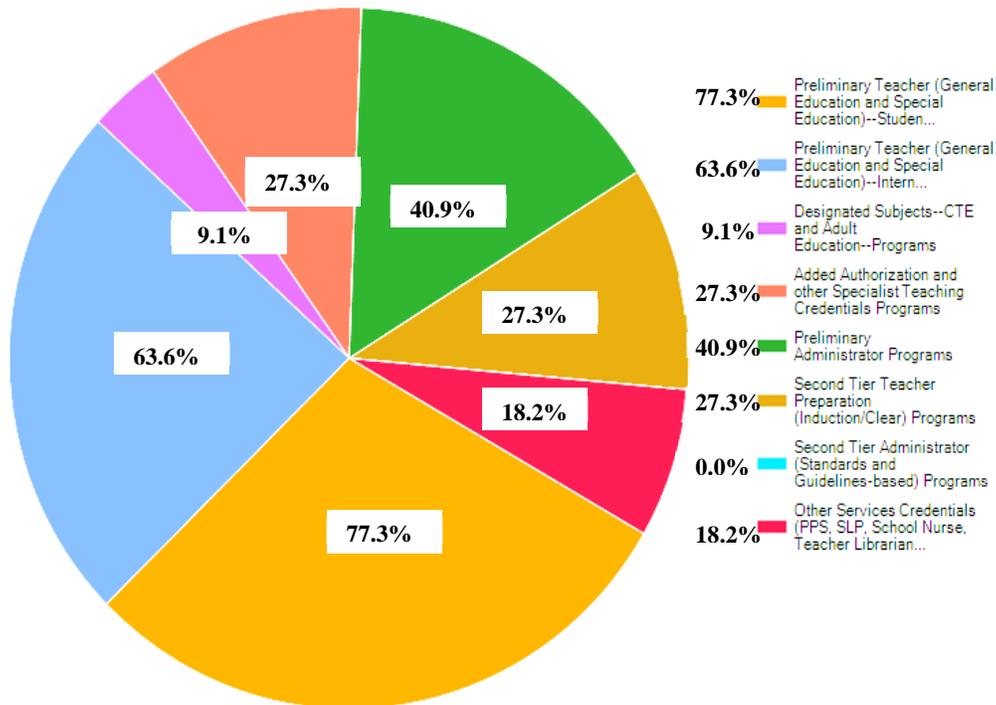
- (14) **Certificate of Clearance.** An entity that operates a program of professional preparation shall not allow a candidate to *participate in school-based field experiences* until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, 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).*

Appendix D Responses to Field-Survey Questions Regarding Demographics of Respondents

Please identify the segment of educator preparation with which you are most closely affiliated



Please identify the type(s) of Commission-approved educator preparation programs you work with



Please identify your primary role within educator preparation

