

Discussion of Revisions to the 10 General Preconditions

February 2013

Overview of this Report

At its September 2012 Commission meeting, staff presented an agenda item that proposed revisions to the 10 General Preconditions (<http://www.ctc.ca.gov/commission/agendas/2012-09/2012-09-2B.pdf>). The Commission requested that feedback be gathered from the Teacher Preparation Advisory Panel (TAP) on the proposed revisions. The current adopted Preconditions are provided in Appendix A of this agenda item. The data from the TAP Panel are provided in Appendix B. This agenda item brings the Preconditions back to the COA for a final discussion prior to presenting the draft General Preconditions for the Commission's discussion and possible adoption at the March 2013 meeting.

Staff Recommendation

Staff recommends that the COA discuss the draft Preconditions and specifically the following questions:

- Is three years the appropriate interval for the faculty participation requirement in Precondition 8?
- Should Preconditions 9 and 10 be included in the General Preconditions?
- Are there any additional modifications that the COA would like to propose to the Preconditions?

After the COA's discussion and direction, staff will prepare an action item for the Commission. The item would request that the Commission consider the revised Preconditions and, if in agreement, adopt the Preconditions.

Background

The Commission's ten General Preconditions serve as one important gatekeeper to ensure that only those institutions with the capacity to offer high quality educator preparation programs will be approved to prepare educators in California. The current set of General Preconditions was adopted nearly two decades ago, although the Preconditions have been altered on an ad hoc basis through the years. On occasion, the COA has had discussions about the Commission's General Preconditions and whether they are appropriate and adequate to serve their purpose. At the April 2012 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2012-04/2012-04-item-13.pdf>) the COA took action to recommend two changes to the current set of General Preconditions. These recommendations are related to 1) language about a change in status of an institution of higher education's regional accreditation and 2) the importance of a clear grievance process. Neither of these topics are currently embodied in the adopted set of Preconditions and the COA agreed that these concepts ought to be included in future iterations of the Preconditions. These issues are addressed in the proposed Preconditions.

The Commission staff suggests that the language of the Preconditions ensure the same expectations for all educator preparation programs regardless of the entity providing the services. Questions have been raised as to the necessity of including specific language related to charter schools. A charter school is a local education agency (LEA) like any school district or county office of education. The revised Precondition 1 (adopted in August 2011) requires all LEAs to provide evidence that the Superintendent or CEO understands the responsibilities incurred when

sponsoring a Commission-approved educator preparation program. A question has since been raised about whether this language should be modified slightly to clarify exactly which governing body the precondition refers to – the district’s or the chartering agency. The new proposed Precondition 7 would require all institutions to have a clearly delineated grievance process and the implementation of that process would be monitored during accreditation.

Provided below is a summary of the proposed modifications. The full text of the proposed, revised Preconditions is provided in Appendix C of this agenda item. Language that is proposed to be revised or added is shown in yellow highlight.

Table 1: Summary of the Proposed Modifications	
Adopted Precondition	Proposed Modification
(1) Accreditation and Academic Credit	(1) Accreditation and Academic Credit <ul style="list-style-type: none"> • Reorganized language to clarify requirements for both IHEs and other sponsors • Added requirement for notification of change in regional accreditation
(2) Responsibility and Authority	(2) Responsibility and Authority (No change)
(3) Personnel Decisions	(3) Discrimination <ul style="list-style-type: none"> • Changed title to reflect the concept in the Precondition • Removed the specific example of gender
(4) Demonstration of Need	Moved to <i>Program Specific Preconditions</i>
(5) Practitioners’ Participation in Program Design	
(6) Commission Assurances	(4) Commission Assurances <ul style="list-style-type: none"> • Removed reference to within 4 years • Clarified (c) to be the Commission’s accreditation system
(7) Requests for Data	(5) Requests for Data (No change)
(8) Faculty Participation	(8) Faculty Participation <ul style="list-style-type: none"> • Clarified that postsecondary faculty for all teaching credentials and administrative services credentials must have experience in the public schools every three years.
(9) California Basic Educational Skills Test	Moved to <i>Program Specific Preconditions</i>
(10) Certificate of Clearance	

Staff suggests that the following four Preconditions be added to the Commission’s General Preconditions.

Table 2: Proposed New Preconditions	
Title of Proposed Precondition	Purpose of the Precondition
(6) Veracity in all Claims and Documentation	Makes all institutions aware that claims and documentation submitted to the Commission must be truthful. If claims or

Table 2: Proposed New Preconditions	
Title of Proposed Precondition	Purpose of the Precondition
Submitted	documentation are shown to be false, it is cause to deny initial institutional approval or for the COA to place stipulations on the institution.
(7) Grievance Process	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.
(9) Prior to a Candidate Beginning Work in the Schools	Clarify for all institutions and all programs sponsored by the institution that, prior to a candidate beginning to teach or provide a service in the public schools, the candidate must have taken CBEST or satisfied the Basic Skills Requirement and hold a Certificate of Clearance from the Commission.
(10) Prior to Program Approval	Notifies all institutions that there are specific 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.

The TAP Panel was asked to provide feedback on the proposed revised Preconditions. At the October 2012 TAP meeting the purpose of the Commission’s Preconditions was shared and the proposed modifications were discussed. 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 supports the modifications in general and for the most part the language of the proposed preconditions was found to be clear. If someone replied that the language was not clear, the survey requested that the individual identify the language that was unclear. Proposed Preconditions 1-3 had a few individuals respond that the language was not clear to them, but the specific language was not identified so no modifications were made to the proposed preconditions. Preconditions 4 and 5 were found to be clear by all responders and no modifications were suggested by the responders.

Individuals responding to the survey had a few questions on Preconditions 6-8.

- Precondition 6 is a new precondition and one responder asked how an institution would verify its veracity.
- Precondition 7 had one individual ask what type of grievances would be addressed by this Precondition.
- Precondition 8 addresses faculty participation in the public schools. Currently faculty teaching methods courses for the teacher preparation programs and the administrative services programs are required to have experience in the public schools.

For the comments on Preconditions 6 and 7, staff proposes that no modification be made to the language of the Precondition. Staff requests that the COA discuss Precondition 8 regarding

broadening the precondition to all faculty, instead of only those who teach methods courses, and the requirement that the experience be documented every three years.

The response for Preconditions 9 and 10 included a few comments that language was not clear. In Precondition 9 there was some confusion as to when the Basic Skills Requirement would need to be satisfied and when a Certificate of Clearance would be required. For Precondition 10, the question was about when practitioners participation in the program would be required—initially or on an ongoing basis, and how the participation would be monitored. There is no suggested modification to the language of the proposed precondition.

Program Specific Preconditions

Appendix D provides the language of the four Preconditions that are proposed to be moved to the program-specific Preconditions. If the concepts addressed in the four current Preconditions presented below were to be removed from the General Preconditions, the content of these Preconditions would need to be added to the sets of program Preconditions.

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

Proposed Preconditions 9 and 10 are new. The TAP panel was asked if the language should be included in the General Preconditions to alert an institution about program specific requirements such as the Basic Skills Requirement, the Certificate of Clearance, the need for a prospective program to demonstrate that there is a need for a new program and finally that there has been practitioner participation in the design of the program. The feedback from the TAP panel (pages 10 & 11 of this item) was mixed with some panel members agreeing that signaling the institution by including Preconditions 9 and 10 would be a good idea and a slightly higher number of panel members stating that the precondition should not be in both the Program and the General Preconditions. Currently Precondition 9 requires an institution to demonstrate a need and participation for initial program approval. Should these be required for ongoing accreditation in addition to initial program approval? This is an area where the Commission would benefit from the COA's guidance.

Next Steps

After the COA discusses the revised Preconditions and provides direction to staff, an agenda item will be prepared for a future Commission meeting.

Appendix A

Adopted Preconditions

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 respond 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

Data from the TAP Panel

(1) Accreditation and Academic Credit Reorganized language to clarify requirements for both IHEs and other sponsors • Added requirement for notification of change in regional accreditation (iii) for institutions of higher education		
Is any language in proposed Precondition 1 unclear?	Percent	Count
Yes	23.1%	3
No	76.9%	10
If Yes, please identify the language that is unclear		0

(2) Responsibility and Authority (No change from current Precondition)		
Is any language in proposed Precondition 2 unclear?	Percent	Count
Yes	7.1%	1
No	92.9%	13
If Yes, please identify the language that is unclear		0

(3) Discrimination Changed title to reflect the concept in the Precondition • Removed the specific example of gender		
Is any language in proposed Precondition 3 unclear?	Percent	Count
Yes	7.1%	1
No	92.9%	13
If Yes, please identify the language that is unclear		0

(4) Commission Assurances -Removed reference to within 4 years • Clarified (c) to be the Commission's accreditation system • Previously Precondition #6		
Is any language in proposed Precondition 4 unclear?	Percent	Count
Yes	0.0%	0
No	100.0%	14
If Yes, please identify the language that is unclear		0

(5) Requests for Data. • Previously Precondition #7		
Is any language in proposed Precondition 5 unclear?	Percent	Count
Yes	0.0%	0
No	100.0%	14
If Yes, please identify the language that is unclear		0

(6) 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 any language in proposed Precondition 6 unclear?	Percent	Count
Yes	7.1%	1
No	92.9%	13
If Yes, please identify the language that is unclear		1

Comment: How are institutions positively affirming the veracity of all statements...by signing a form?

(7) 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 any language in proposed Precondition 7 unclear?	Percent	Count
Yes	7.1%	1
No	92.9%	13
If Yes, please identify the language that is unclear		1

Comment:

1. What kind of grievance would be covered? General complaints are much different, say, than a grievance about due process for formal decisions about program status or licensure.

(8) Faculty Participation • Clarified that postsecondary faculty for all teaching credentials and administrative services credentials must have experience in the public schools every three years.

Is any language in proposed Precondition 8 unclear?	Percent	Count
Yes	28.6%	4
No	71.4%	10
If Yes, please identify the language that is unclear		5

Comments:

1. What is meant by "actively participate"? What is meant by "faculty member"? Anyone who teaches and methods course? What about "lecturers", "staff", etc. I think that's what's meant, but the language isn't clear. What is meant by "course relating to instructional methods"? Does it have to be discipline focused (e. g. science)? How about classroom management?
2. "Experience in the public schools"
3. As the statement currently reads it looks like only faculty teaching instructional methods courses are required to have classroom experience. Is that the intent of the statement or is the expectation that all faculty have classroom experience every three years?
4. What does "actively participate" involve? I am in schools to work with cooperating teachers in mentoring Candidates, but I do not teach and have not since I left the classroom. I participate in dialogue with Candidates and Cooperating teachers related to practice in the classroom and about feedback for our program but I don't participate in actual school based instruction. After that is clarified, why not every year?
5. need examples...

Should the requirement for experience in the public schools be every 3 years?

Answer	Percent	Count
Yes	58.3%	7
More often--i.e., each year or every other year	33.3%	4
Less often--i.e., every 5 years instead of every 3 years	8.3%	1

Should Precondition #8 be broadened beyond faculty in Teacher and Administrative Services Preparation programs to all faculty in Commission-approved programs?

Answer	Percent	Count
Yes	78.6%	11
No	21.4%	3

Comments:

1. There's a lot that's unclear in this Precondition. I understand the aim, but the specific expectations/minimum requirements are not at all clear in the current language. How/where will they be spelled out?
2. One change might be to say "beyond faculty in Educator and Administrative Services Preparation programs," replacing "teacher" with "educator."
3. I can see that it's good to leave this open to all kinds of experience, but it might also be helpful to be more specific about this. How much is enough?

4. You might want to strengthen this requirement even more if possible by stating that the experience would be working with teachers and participating in a teaching experience as a co-teacher.
5. The more faculty is involved in understanding the current state of education, the better.
6. It would make sense that school psychologists and counselors have experience in schools as well as teachers and administrators.
7. I think experience needs to be expanded and maybe more importantly we need to determine what we hope the faculty member will gain from this experience. If you are in the classroom but not expanding your knowledge...does this matter?

(9) Prior to a Candidate Acceptance into a Program • 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 and hold a Certificate of Clearance from the Commission.		
Is any language in proposed Precondition 9 unclear?	Percent	Count
Yes	7.1%	1
No	92.9%	13
If Yes, please identify the language that is unclear		2

Comments:

1. Does candidate have to pass CBEST or just take it? (b) the timing of the Cert. of Clearance is odd. Many programs admit students weeks (or longer) before they accept an offer and, perhaps, months before they begin a program. Why not just require the Certificate of Clearance before they BEGIN a program of study?
2. Does this mean that applications cannot be accepted from candidates who haven't taken CBEST?

Should this precondition be a General Preconditions as well as in the Program Specific Preconditions?		
Answer	Percent	Count
Yes	41.7%	5
No	58.3%	7

Comments

1. I understand this is designed to deal with the issue of candidates who complete a lot of course work and then are unable to complete student teaching b/c of an issue with clearance. One consequence of this will be that no one with a potential cert issue can do any study in the field while working to resolve such issues. Is the commission okay with that prospect?
2. It might say in "a," "Require applicants for program admission to take AND PASS the California Basic Educational Skills Test..." Also, how about taking and passing CSET if relevant?
3. The certificate of clearance in general I found to be a little confusing as I was applying for my administrative credential a few years ago. I thought it was my preliminary admin. The process may have changed since then, but I was a bit confused on what it meant.
4. Sometimes there is a long delay in applicants getting their Certificate of Clearance so this could impact candidates getting admitted to programs in a timely manner
5. This is such a good idea!
6. Further updated information about the BSR would be useful to sponsors. The CC requirement for admission (as opposed to prior to placement in a classroom) may have a chilling effect for programs already experiencing declining enrollments given the cost and the fact that Districts often require a CC again when placement occurs. The requirement may also impact advising staff if larger numbers applicants request information on the CC during the application process prior to admission.

(10) 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 any language in proposed Precondition 10 unclear?	Percent	Count
Yes	14.3%	2
No	85.7%	12
If Yes, please identify the language that is unclear		1

Comments

1. With the turnover in education, how would this need to be updated to meet the Preconditions? In many instances, participation in the design and development in "passed on" until new leaders understand the whole picture.

Should this precondition be in the General Preconditions as well as in the Program Specific Preconditions?		
Answer	Percent	Count
Yes	41.7%	5
No	58.3%	7

Comments

1. The demonstration of need is really important as well as the practitioner help in designing the program. I would say that as much input from and collaboration with practitioners as you can have would add to the strength of a program's preparation for the real classroom.

Summary Comments

1. I think these are very helpful improvements....I do think that "classroom participation" needs to be clarified.
2. They definitely add clarity and seem to cover a few issues that needed to be addressed. Having commission approved program faculty in the schools on a regular and consistent basis would be my strong recommendation.

Appendix C

Proposed Revised 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) **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 respond 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.

(6) **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

(7) **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 it has been followed.*

(8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods for teaching credentials, or Administrative Services credentials, 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) **Prior to a Candidate Beginning Work in the Schools.** An institution which operates an approved preparation program shall:

- 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 work in the schools until the candidate obtains a Certificate of Clearance from the Commission.

(10) 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).

Appendix D

Proposed Program Specific Preconditions

These Preconditions could be added to the appropriate sets of program specific Preconditions. Preconditions 11 and 12 would be added to every set of program specific preconditions. Preconditions 13 and 14 would be added to all initial preparation programs but not to the second tier preparation programs.

- (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 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 satisfy the Basic Skills Requirement prior to assuming intern teaching responsibilities. *Reference: Education Code Section 44252 (b).*

Clarification of General Precondition 13

Legislative Intent. General 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.

Candidate Qualifications. The standard requires that Preliminary Credential candidates must satisfy the BSR prior to daily student teaching.

- (14) **Certificate of Clearance.** An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or services 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.