

COMMISSION FOR TEACHER PREPARATION AND LICENSING

OFFICE OF THE EXECUTIVE SECRETARY
1020 O STREET
SACRAMENTO, CALIFORNIA 95814



TO: Deans, Schools of Education 77-7833
FROM: Peter L. LoPresti, Executive Secretary
SUBJECT: Institutional Credential Issuance Pilot Project

A pilot credential processing program has been in effect since May, 1977 whereby over 30 teacher preparation institutions have been authorized to process and issue in the name of the Commission, multiple and single subject credentials. Because of the success of the pilot program, it was decided at the January, 1978 Commission meeting to make the project a regular program function of the Commission. At this time we are again allowing an opportunity for new participants to join the program.

The goal of the program is to provide more timely service to students completing waiver programs at teacher preparation institutions, and to shorten the waiting time for applicants. This is to be accomplished by institutions issuing credentials to students that have completed approved programs and are being recommended for multiple and single subject teaching credentials.

Participation in the current project is on a voluntary basis and subject to the following guidelines:

1. Only Multiple Subject credentials (clear), Multiple Subject credentials (five-year preliminary), Single Subject credentials (clear), and Single Subject (five-year preliminary) credentials are to be issued.
2. Any application involving a "yes" answer to question 9F on the application form, or any other special problem or unusual circumstance, must be routed to the Commission for regular processing.
3. The Commission will supply upon request numbered and controlled credential blanks. Special training instructions relating to the information which will need to be entered on the documents by the institution will follow.
4. The original (parchment) credential is for the candidate. The first carbon copy is to be attached to the application and forwarded to the Commission along with the required fee(s) and two fingerprint cards (unless previously submitted). The second carbon copy needs to be retained at the institution for audit and control purposes for a period of two years.

February 21, 1978

5. Each participating institution must identify a credential analyst or other appropriate person who will be responsible for the program operation and who will receive training conducted by Commission staff. Should that analyst leave this function, processing will revert to the Commission until the replacement analyst has completed the required training by Commission staff.
6. Transcripts will not be required for applicants who are being recommended provided the institution maintains a student file for two years.
7. Institutions will be responsible for document control and accountability for documents.
8. Institutions should submit completed documents, used application and fingerprint cards to the Commission periodically but not less than monthly. These materials are to be sent under separate cover and marked "Attention: Janet Oliver".
9. Coordination and facilitation workshops will be set up as needed to provide training to the participating institutions.
10. Reports may be required of institutions on a regular basis.

Response from participating institutions indicates that the program is a success. In particular, institutions have found that their students are in a much better position to seek employment when they have possession of their teaching credential.

The next phase of the program will be in operation through July, 1978. Should your institution wish to participate in the project, please complete and return the attached form as soon as possible. If you have any questions, please contact Eli Obradovich of my staff at (916) 445-0233.

Attachment

Credential Issuance Information/Authorization Sheet

Return Completed Form To: Licensing Unit
Commission for Teacher Preparation and Licensing
1020 "O" Street, Room 222
Sacramento, CA 95814

Institution Name: _____

Contact person responsible for document security and control.

Name _____

Mailing Address _____

Phone _____

Number of teaching credential document blanks required for
Project Participation through July, 1978:

TOTAL _____

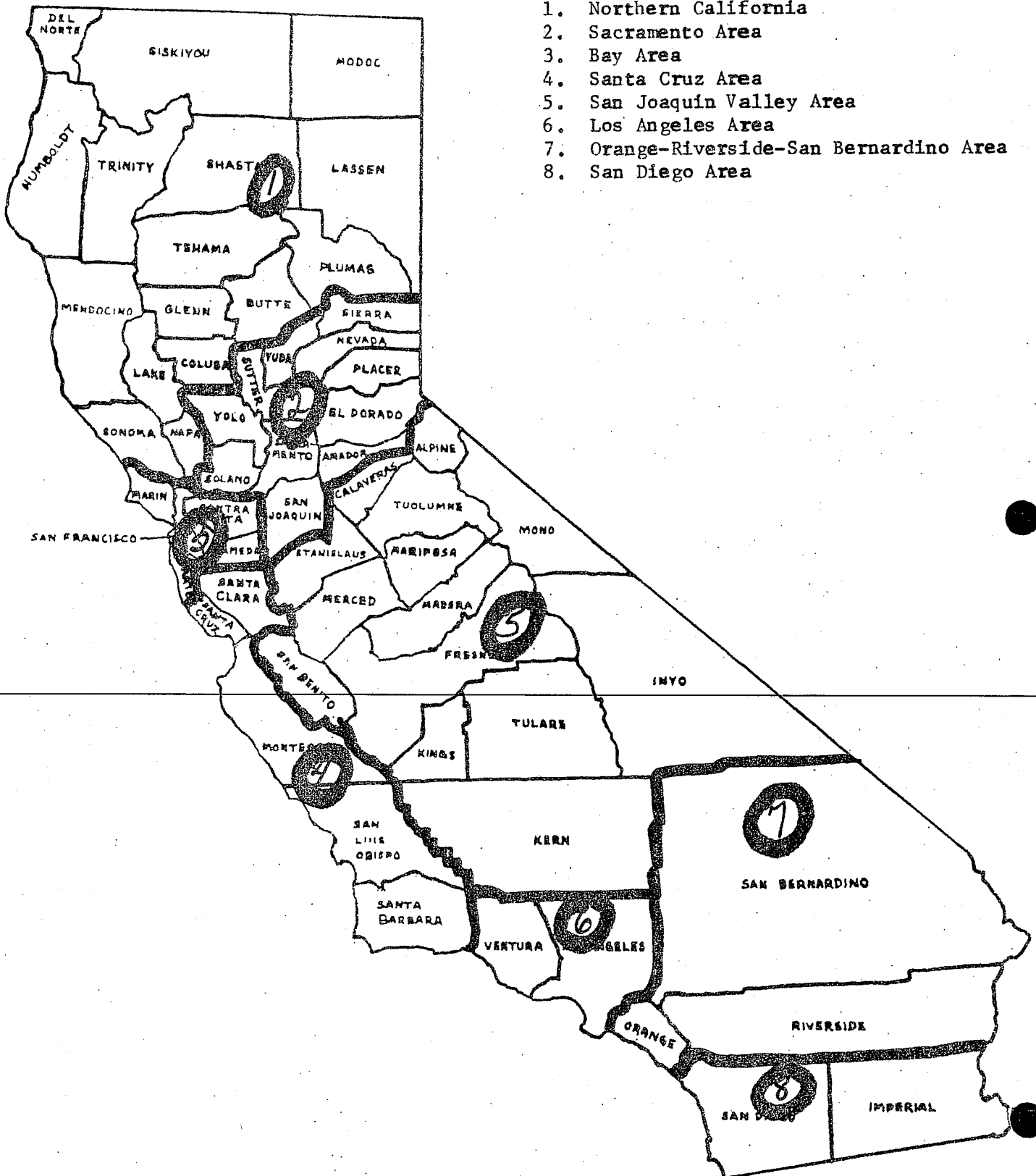
Date credential shipment needed: _____

This is to indicate our intention to participate in the
program of credential issuance for the Commission by approved
teacher preparation institutions. Further this institution
has the capability and will exercise security and control of
all documents entrusted to it.

DEAN OR CHAIRMAN, SCHOOL OF EDUCATION

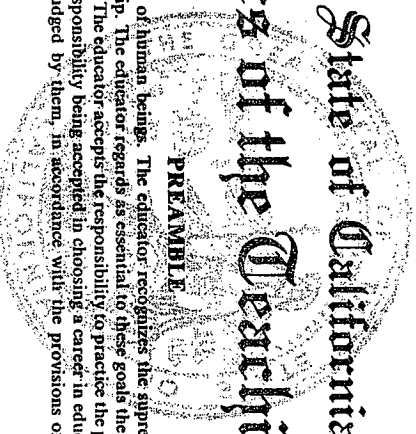
INSTITUTION

OUTLINE MAP OF THE STATE OF CALIFORNIA SHOWING COUNTIES



1. Northern California
2. Sacramento Area
3. Bay Area
4. Santa Cruz Area
5. San Joaquin Valley Area
6. Los Angeles Area
7. Orange-Riverside-San Bernardino Area
8. San Diego Area

State of California Code of Ethics of the Teaching Profession



The educator believes in the worth and dignity of human beings. The educator recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. The educator regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator recognizes the magnitude of the responsibility being accepted in choosing a career in education and engages individually and collectively with other educators to judge colleagues, and to be judged by them, in accordance with the provisions of this code.

PREAMBLE

PRINCIPLE I

Commitment to the Student. The educator measures success by the progress of each student toward realization of potential as a worthy and effective citizen. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, the educator:

- (a) Encourages the student to independent action in the pursuit of learning and provides access to varying points of view.
- (b) Prepares the subject carefully, presents it to the students without distortion and—within the limits of time and curriculum—gives all points of view a fair hearing.
- (c) Protects the health and safety of students.
- (d) Honors the integrity of students and influences them through constructive criticism rather than by ridicule and harassment.
- (e) Provides for participation in educational programs without regard to race, color, creed, national origin or sex—both in what is taught and how it is taught.
- (f) Neither solicits nor involves them or their parents in schemes for commercial gain thereby insuring that professional relationships with students shall not be used for private advantage.
- (g) Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

PRINCIPLE II

Commitment to the Public. The educator believes that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. The educator shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpretation of educational programs and policies to the public. In fulfilling these goals, the educator:

- (a) Has an obligation to support the profession and institution and not to misrepresent them in public discussion. When being critical in public, the educator has an obligation not to distort the facts. When speaking or writing about policies, the educator must take adequate precautions to distinguish the educator's private views from the official position of the institution.
- (b) Does not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- (c) Ensures that institutional privileges shall not be used for private gain. Does not exploit pupils, their parents, colleagues, nor the school system itself for private advantage. Does not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

PRINCIPLE III

Commitment to the Profession. The educator believes that the quality of the services of the education profession directly influences the Nation and its citizens. The educator therefore exerts every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of trust to careers in education. In fulfilling these goals, the educator:

- (a) Accords just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- (b) Does not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- (c) Does not misrepresent personal professional qualifications.
- (d) Does not misrepresent the professional qualifications of colleagues, and will discuss these qualifications fairly and accurately when discussion serves professional purposes.
- (e) Applies for, accepts, offers, and assigns positions or responsibility on the basis of professional preparation and legal qualifications.
- (f) Uses honest and effective methods of administering educational responsibility. Conducts professional business through proper channels. Does not assign unauthorized persons to educational tasks. Uses time granted for its intended purposes. Does not misrepresent conditions of employment. Lives up to the letter and spirit of contracts.

UNPROFESSIONAL CONDUCT

This code is a set of ideals which the teaching profession expects its members to honor and follow. Any violation is unprofessional. However, to constitute unprofessional conduct and cause for suspension, revocation or denial of a certification document, or renewal thereof, such violations shall be only those which either involve jeopardy to student welfare; evidence malice, serious incompetency or bad judgment; or show a consistent pattern of misconduct.

This code of ethics is not an exhaustive enumeration of acts or conduct which constitute unprofessional conduct.

PROVISIONS NOT APPLICABLE TO COMMUNITY COLLEGE TEACHERS

The provisions of this article do not apply to any person while serving in grades thirteen or fourteen or in any course taught under the jurisdiction of a community college. Such person, however, may be subject to disciplinary action for unprofessional conduct when the person or agency having responsibility therefor independently determines such person has committed an act or acts involving unprofessional conduct irrespective of whether such act or acts are or are not prohibited by this article.

California Administrative Code - Title 5 Regulations
Sections 80130-80132 - Adopted 5/29/77

Peter L. Roedel
EXECUTIVE SECRETARY, COMMISSION FOR
TEACHER PREPARATION AND LICENSING

Francisco J. Jeneris
CHAIRMAN, COMMISSION FOR TEACHER
PREPARATION AND LICENSING