

## COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE SECRETARY

June 20, 1986

85-8626

TO:           • Deans and Directors of Teacher Education  
              • Coordinators of Commission-Approved LEAs  
              • County Superintendents

FROM:       *Richard Mastain*  
              Richard K. Mastain, Executive Secretary

SUBJECT:     Revised Approval Manual for Designated Subjects  
              Credential Preparation Programs

Enclosed are two (2) copies of the Commission's Manual for Developing, Evaluating and Approving Professional Preparation Programs for the Designated Subjects Credential, which has been revised to be congruent with amended Title 5 regulations which became effective in March, 1984.

Specifically, the revisions made in the program manual are to be found on pages 7 and 8 of the enclosed manual. Otherwise, preparation requirements for Designated Subjects credentials remain the same.

If you need further information, contact Dr. Sidney Inglis (916-322-2305, ATSS 492-2305).

Enclosures

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MANUAL FOR DEVELOPING,  
EVALUATING, AND APPROVING  
PROFESSIONAL PREPARATION PROGRAMS  
FOR THE  
DESIGNATED SUBJECTS CREDENTIAL

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COMMISSION ON TEACHER CREDENTIALING

STATE OF CALIFORNIA

SACRAMENTO

Revised May 1986

## DESIGNATED SUBJECTS

### GENERAL CONSIDERATIONS

Section A. Statement of Institutional Intent. Institutions and (LEAs) shall file a statement of their intent at least three months prior to the submission of the program document. This statement of intent is for the purpose of assisting the Commission in its scheduling of program reviews, and should be a written statement signed by the appropriate Dean, Department Chairperson, LEA or Chief Administrative Officer. This letter shall contain the following:

1. The name of the contact person responsible for all programs designated.
2. The type of program for which approval will be sought.
3. The expected date of initiation of the program. (Institutions should plan not to initiate programs until at least the semester following the submission date of the program.)

Section B. Program Document. The basis on which programs are approved is the extent to which Program Document meets the requirements established by the Commission on Teacher Credentialing. Initial approval is dependent upon receipt of a statement from the Chief Administrative Officer of the institution, indicating that the program has full institutional support. This statement shall include the identification of all sites, including the main campus, where the program will be operating.

The information is to be provided in three parts:

1. Category A. This category consists of assurances that the proposed program has been allocated adequate institutional resources, has a designated coordinator, and has the involvement of appropriate members of the community.
2. Category B. This category includes the requirements for providing statements of program objectives, including how such objectives address the professional competencies and field experiences specified in this category.
3. Category C. This category consists of the requirements for the institution and/or LEA to evaluate its program, candidates, and graduates. Institutions and/or LEA's are required to provide evaluation designs and needs analysis procedures, including sample instruments to be used for determining the effectiveness of the program.

CREDENTIAL PROGRAM REQUIREMENTS

The following assurances are to be verified by the Dean of the School of Education or LEA Chief Administrative Officer. These assurances represent absolute minimums required for all programs submitted for approval.

Each of the following is to be checked yes or no, indicating that the program does, or does not, meet the requirement. Should any of these not be met, the program shall not be recommended for approval, but will be returned to the institution following its review.

CATEGORY A. 1.0 Institutional Resources

- 1.1 Approved programs of professional preparation shall have a designated faculty member or LEA person with the assigned responsibility for coordination of the program.

Yes \_\_\_ No \_\_\_

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- 1.2 Budgeting and other resources shall be allocated to programs of personalized preparation in accordance with standard institutional procedures for such allocation or LEA procedures for other training programs.

Yes \_\_\_ No \_\_\_

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- 1.3 All programs shall be accompanied by a request for approval, signed by the chief administrative officer of the institution or LEA. This request is to state the institution's commitment to provide the resources required to assure the program's achievement of its objectives.

Yes \_\_\_ No \_\_\_

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Category 2.0 Community Resources

- 2.1 Program planning activities submitted by local education agencies, rather than by institutions, with approved teacher education programs shall assume the responsibility for cooperation with and participation of institutions with approved teacher education programs, community agencies, and other agencies, groups, or individuals.

Yes \_\_\_ No \_\_\_

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- 2.2 Programs submitted by teacher preparation institutions shall assume the responsibility for coordination of this program in cooperation with the employing agency, community agencies, and other agencies, or groups or individuals.

Yes \_\_\_ No \_\_\_

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- 2.3 Program documents shall have had the involvement of constituents, including, but not be limited to, practitioners in the credential area and non -educator members of the public, including representatives from the minority communities served by the institution.

Yes \_\_\_ No \_\_\_

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- 2.4 Program documents submitted for approval shall include a statement attesting to the approval, by practitioners in the credential area, of the program's objectives.

Yes \_\_\_ No \_\_\_

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CATEGORY B 1.0 Administration Requirements

- 1.1 All programs for the Full Time Credential shall consist of 9-semester units, or 135 clock hours, or the equivalent of personalized preparation and training. (Same as "personalized in-service training").

Yes \_\_\_ No \_\_\_

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- 1.2 Programs for the Part-Time Vocational Education Credential shall consist of a minimum of 4-semester units, or 60 clock hours, or the equivalent of personalized preparation and training.

Yes \_\_\_ No \_\_\_

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- 1.3 All programs for the Full-Time Credential shall require the candidate to complete the United States Constitution requirements before being recommended for the clear credential.

Yes \_\_\_ No \_\_\_

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- 1.4 For Vocational Education Credentials, candidates having only a high school diploma, or its equivalent, shall have had verified 5 years

of related work experience or the equivalent.

Yes \_\_\_ No \_\_\_

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- 1.5 For Vocational Education Credentials, candidates who have had one year of occupational preparation, appropriate or related to the teaching field, shall have had 4 years of verified subject-related work experience.

Yes \_\_\_ No \_\_\_

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- 1.6 For Vocational Education Credentials, candidates having had two years of occupational preparation, appropriate or related to the teaching field, shall have had and verified three years of related work experience.

Yes \_\_\_ No \_\_\_

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- 1.7 For Vocational Education Credentials, candidates having had three years of occupational preparation, appropriate or related to the teaching field, shall have had two years of subject-related work experience.

Yes \_\_\_ No \_\_\_

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- 1.8 For Adult Education Credentials (other than Academic Subjects), candidates having only a high school diploma or equivalent shall have had 5 years of verified subject-related work experience.

Yes \_\_\_ No \_\_\_

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- 1.9 For Adult Education Credentials (other than Academic Subjects), candidates having only one year of subject-related education, appropriate or related to the teaching field, shall have had 4 years of verified subject-related work experience.

Yes \_\_\_ No \_\_\_

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- 1.10 For Adult Education Credentials (other than Academic Subjects), candidates having 2 years of subject-related education, appropriate or related to the teaching field, shall have had and verified 3 years of subject-related experience.

Yes \_\_\_ No \_\_\_

1.11 For Adult Education Credentials (other than Academic Subjects), candidates having 3 years of subject-related education, appropriate or related to the teaching field, shall have had and verified 2 years of subject-related experience.

Yes \_\_\_ No \_\_\_

1.12 For Adult Education Credentials (other than Academic Subjects), candidates having a baccalaureate degree shall have completed subject matter in the field to be taught--verified by at least one of the following:

- Completion of 20 semester units in the subject to be taught, or,
- Completion of 10 upper-division semester units in the subject to be taught,

1.13 For Adult Education Academic Subjects\*, all candidates shall have a baccalaureate degree, with subject matter completed in the field to be taught verified by at least one of the following--

- Completion of 20 semester units in the subject to be taught, or
- Completion of 10 upper-division units in the subject to be taught.

Yes \_\_\_ No \_\_\_ N/A \_\_\_

\*(Academic Subjects shall include, but not be limited to, English, mathematics, social science, physical and life science).

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1.14 Candidates for a Driver Education Credential shall have a baccalaureate degree, with 12 units in health and safety education.

Yes \_\_\_ No \_\_\_ N/A \_\_\_

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1.15 Programs shall consider 1500 clock hours as a minimum for one year of experience, and shall not award credit for more than one year of experience in a calendar year.

Yes \_\_\_ No \_\_\_

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- 1.16 Even though the candidate may present evidence of appropriate experience, the program shall require proof of adequate proficiency in the subject or skill to be taught, i.e.--
- a. Where an occupation, profession or activity requires a State or Federal license or registration and an examination to perform such duties, the possession of such a license or registration may be accepted as evidence of subject matter proficiency.
  - b. When an examination has been selected by the LEA as the measure of skill and knowledge of the course or skill to be taught, successful passage of the examination may be accepted as evidence of subject matter proficiency.
  - c. For subject areas not covered by an approved license, registration, or LEA-approved examination, documentation by individuals informed of the subject area skill and/or knowledge of the candidate may provide such proof.

Yes \_\_\_ No \_\_\_

- 1.17 For the Supervision and Coordination Authorization, programs shall provide a personalized preparation program of a minimum of 6 semester units, or 90 clock hours, or the equivalent.

Yes \_\_\_ No \_\_\_

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- 1.18 Following Commission approval of this program, the institution or LEA shall continually update and improve the program, as necessary, to insure that graduates will have the skills and knowledge necessary for entry into the field.

Yes \_\_\_ No \_\_\_

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CATEGORY B. 2.0 Professional Competencies

Practitioners in these credential areas have identified the following skills and knowledge statements as basic competencies essential for entry into the field. Institutions preparing candidates for these credentials shall design their programs to develop such skills and knowledge required for service in these credential areas.



In preparing documentation for this section, institutions must present the objectives of the program, and indicate the relationship of these objectives to the competency requirements of the Commission and program coursework. The candidate-evaluation procedures associated with these competencies appear in Category C. 1.0.

Programs shall be designed in part to develop specific skills and knowledge in the following competency areas:

2.1 Vocational Education, Adult Education and Special Subjects  
(Full-Time Credential)

- 2.1.1 Knowledge of cultural differences in students and communities.\*
- 2.1.2 The learning process.\*
- 2.1.3 Instructional techniques.\*
- 2.1.4 Curriculum and media.\*
- 2.1.5 Instructional evaluation.\*
- 2.1.6 Principles and practices of instruction.\*
- 2.1.7 Supervised field experience.
- 2.1.8 Counseling and guidance.
- 2.1.9 Community and occupational relationships.
- 2.1.10 Student work experience programs (vocational, adult, or special subjects as appropriate for the credential being sought).
- 2.1.11 Organized activities designed to improve the candidate's academic or occupational deficiencies.
- 2.1.12 Evaluation of student achievement.
- 2.1.13 Interpersonal relations/communications.

\*These components are required for Commission approval of personalized preparation programs for all designated subject credential holders. The LEA is responsible to work cooperatively with ESDs in implementing each and all components of the program in a manner that is responsive to the personalized needs of the designated subjects participants.

2.2 Added Authorization for Supervision and Coordination

Personalized preparation and training programs must be designed, in part, to develop specific skills in the following competency areas:

- 2.3.1 Knowledge of the purposes, characteristics, and activities of vocational and/or nonvocational Designated Subjects programs.
- 2.3.2 Planning, organization, and management of Designated Subjects programs which may include, but are not limited to:
  - a. Program implementation planning
  - b. Conference leadership
  - c. Community relations and advisory processes
  - d. Program evaluation
  - e. Principles of student leadership and development
- 2.3.3 Personnel policy development and administration which may include, but are not limited to:
  - a. (1) Selection
  - b. (2) Evaluation
  - c. (3) Staff Development
  - d. (4) Human Relations
  - e. (5) Supervision
- 2.3.4 Fiscal and regulatory concepts related to designated subjects programs which may include, but not be limited to:
  - a. Budgeting
  - b. Legislation
  - c. School Law
  - d. Intra and interagency relations
  - e. Funding sources

A candidate need not be required to complete all of the elements in the personalized in-service program, depending upon the skills of the candidate as determined at the time the Preliminary credential is recommended.

Relationship of Program Objectives to Commission Competency Statements  
(2.3 Supervision and Coordination)

In preparing documentation for the 2.0 section above, institutions or LEAs must present the objectives of the program, and indicate the relationship between objectives and the competency requirements of the Commission.



### CATEGORY C. Program Evaluation

Program evaluation shall be a process performed during and following implementation of a program. Program evaluation shall be designed to determine the appropriateness and effectiveness of the overall program. The Commission requires every institution offering an approved professional preparation program in teacher education to conduct regular, formal, and systematic evaluations of such programs.

Evaluation designs shall provide total program review, including entrance requirements, institutional program objectives, and all academic requirements. The design shall also include a review of the training provided and the skills and knowledge demonstrated by the candidates in accordance with Commission requirements.

#### 1.0 Evaluation of Candidates Prior to Recommendation for the Credential

All candidates completing the program shall be evaluated by the institution during the program, and immediately preceding recommendation for the credential, to ensure that candidates have acquired the minimum academic and professional skills for entry into the credential area in accordance with Commission requirements and the program goals and objectives.

In order to meet the requirements of this section, the institution shall describe the process by which candidates shall be determined to have met the Commission requirements and the program goals and objectives. The explanation shall include, but not necessarily be limited to, the following:

- A description of the evaluation process, including sample instruments and criteria; e.g., comprehensive examination, performance evaluation--a check-off procedure of courses completed is not acceptable.
- Identification of those persons who conduct candidates' final evaluation.
- Identification of the person(s) who makes the final determination as to whether or not the candidate demonstrates required minimum academic and professional skills for entry into the field.
- A description of the process provided for candidate appeal.
- Specification of the minimum criteria used for determining the candidate's demonstrated competence in reading, writing, and speaking English.

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#### 2.0 Follow-up of Graduates

Graduate follow-up shall be conducted as a regular and integral part of program evaluation. Follow-up of graduates shall include collection of data from graduates of the program and other persons having knowledge

of graduates' performance, including employers and immediate supervisors of graduates. The perceptions of these sources as to the continued relevance of the skills and knowledge being developed by the program shall be the focus of this part of the evaluation process, rather than the specific performance of individual graduates.

These data shall be collected at least once every three years. The three years of data should include three years of graduates.

In order to meet the requirements of this section, the institution shall describe the process by which the follow-up of graduates shall be performed. The explanation shall include, but not necessarily be limited to, the following:

- Assurance that graduates are surveyed at least one year after leaving the program.
- Identification of persons asked to respond to the follow-up evaluations; e.g., principals, assistant superintendents, etc.
- Identification of those persons who review and interpret the data; e.g., faculty, practitioners, graduates, employers.
- Copy of the instruments that are used.
- A description of the process by which follow-up evaluation data are reviewed for possible modification of or incorporation into the program.

### 3.0 Institutional Data on Candidate Enrollment and Recommendations

As part of the overall evaluation process, the institution shall maintain data on candidate enrollment and recommendations.

In order to meet the requirements of this section, the institution must submit data on the standardized form, provided by the Commission, called the Institutional Data Form. The form is sent to Deans and Directors of Teacher Education, on an annual basis.

### 4.0 Needs Analysis

Institutions shall survey agencies and groups who might utilize the services of the credential holder to determine what skills and knowledge they deem necessary for a practitioner to function effectively in his/her field. The surveys shall be conducted at least once every four years and the results analyzed to determine whether or not modifications in the program are necessary to meet changing requirements of the profession.

In order to meet the requirements of this section, the institution shall describe the process by which collection and analysis of data is accomplished and results are incorporated into the program.

The description shall include, but not necessarily be limited to, the following:

- Identification of the populations surveyed; e.g., groups, agency representatives, practitioners, school administrators, etc.
- A description of the procedures used to collect the data and a copy of the instrument.
- A description of the process for analysis and interpretation of the data, including how such information will be incorporated into the institutional process for program modification and improvement.
- Identification of the person(s) responsible for collection, analysis, and interpretation of the data.