

**COMMISSION ON TEACHER CREDENTIALING**

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OFFICE OF THE EXECUTIVE DIRECTOR  
(916) 445-0184

99-9929

DATE: December 17, 1999

TO: All Individuals and Groups Interested in the Activities of the  
Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.  
Executive Director

SUBJECT: Proposed Repeal of Sections 80096, 80097, 80256, and  
80280 of Title 5, California Code of Regulations, Pertaining  
to Administrative Services Credentials, and Off-Campus  
Programs. And, Proposed Amendment to Section 80071.4  
Pertaining to the Basic Skills Examination

**Notice of Public Hearing is Hereby Given:**

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The ~~deleted~~ text is lined-through. The public hearing is scheduled on:

February 3, 2000  
1:30 pm  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814

**Statement of Reasons**

The following discusses the reasons for the proposed deletions and amendment.

§80096 and §80097

Sections 80096 and 80097 discuss the system of Commission-approval for California institutions that wish to offer the preliminary and professional clear Administrative Services Credential programs. These sections were

approved in the early 1980s, and at that time, the Commission had the authority to approve individual credential programs offered by California institutions of higher education. This changed in 1993 when legislation replaced the approval system with one consisting of professional accreditation by the Committee on Accreditation. Under the statute, the Commission no longer has the authority to approve programs of professional preparation as described in §80096 and §80097.

§80256 and §80280

Chapter 2.5, Approved Programs, establishes the approval criteria in §80280 that must be satisfied by institutions of higher education who wish to offer credential programs through continuation education, extension divisions, or at sites other than their main campuses. This chapter, in §80256, also defines terms applicable to these criteria. These sections became obsolete in 1993, with the implementation of Education Code Section 44374(d). This sub-section states that the Committee on Accreditation shall make a *single* decision regarding the accreditation of an institution's credential program and does not allow separate determinations for any program offered off-campus. When the statutes made §80280 and §80256 obsolete, the Commission no longer enforced these regulations.

§80071.4(o)

A general requirement for most California credentials is the passage of the California Basic Educational Skills Test (CBEST). This examination verifies competency in reading comprehension, writing skills and mathematics. It does not verify competency in pedagogy. Education Code Section 44252(e) requires the Commission to collect and disseminate data on the CBEST passing rates. It does not require the Commission to list the passing rates based on the institution where individuals completed their credential preparation program. This statistical information, which goes beyond the statute, is required by §80071.4(o). The proposed amendment will remove this requirement for reporting CBEST statistical information. This change is being sought because it is not an educationally sound basis for such a report. As stated earlier, credential preparation teaches competencies in pedagogy while the CBEST only assesses basic academic skills gained in elementary and secondary education and reinforced in undergraduate degree courses so the examination does not and can not reflect the value of an institution's credential preparation program. Also, some institutions require individuals to pass the CBEST prior to admission into their educational preparation programs thus making the statistic data moot and any inferred comparisons unfair. The proposed deletion of the language in subsection 80071.4(o) will eliminate an inappropriate provision of the Commission's regulations.

**Documents Relied Upon in Preparing Regulations**

- CBEST 1999-2000 Registration Bulletin

## **Documents Incorporated by Reference**

None.

## **Written Comment Period**

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on February 2, 2000.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

## **Submission of Written Comments**

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission, attention Executive Office, at 1900 Capitol Avenue, Sacramento, CA 95814, so it is received at least one day prior to the date of the public hearing.

## **Public Hearing**

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact the Larry Birch, at (916) 327-2967 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

## **Modification of Proposed Actions**

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment at least 15 days before they are adopted.

## **Contact Person/Further Information**

Inquiries concerning the proposed action may be directed to Larry Birch, at (916) 327-2967. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information on which this proposal is based is available for inspection and copying.

Attachments

**Division VIII of Title 5 of the California Code of Regulations**  
**Proposed Repeal of Sections 80096, 80097, 80256, and 80280**  
**Pertaining to Administrative Services Credentials, and Off-Campus**  
**Programs.**

**Proposed Amendment to Section 80071.4 Pertaining to the**  
**Basic Skills Examination**

**INITIAL PROPOSED REGULATIONS**

**Sections for Repeal: 80096, 80097, 80256, and 80280**

**~~80096. Approval of Programs Leading to the Preliminary Administrative Services Credential.~~**

~~(a) The Commission shall approve an educational program intended to prepare candidates for the Preliminary Services Credential with a specialization in Administrative Services if an application filed by an accredited institution of Higher Education provides the following facts and/or information:~~

~~(1) That the Institution of Higher Education has a curriculum in educational administration which provides graduate-level instruction resulting in credits which are transferable to other accredited institutions of higher education. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.~~

~~(2) A complete description of its candidate evaluation procedures setting forth the institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in the following areas of educational administration:~~

~~(A) Educational Leadership, to include:~~

- ~~1. Concepts of leadership.~~
- ~~2. The administrator's role in group processes, including self-evaluation procedures, fundamentals of human relations and professional ethics.~~
- ~~3. Inter and intra-organizational decision-making processes and techniques.~~
- ~~4. Concepts and procedures related to total development of a school climate which promotes pupil learning.~~
- ~~5. Fundamentals of short-term and long-range planning.~~

~~(B) Improvement in the Educational Program, to include:~~

- ~~1. Major movements in American curriculum and instruction as a basis for contemporary instructional patterns.~~
- ~~2. Principles of human growth, development and learning.~~

- ~~3. The appropriate roles of staff, parents, pupils and community in curriculum development.~~
  - ~~4. Procedures for curriculum development and implementation.~~
  - ~~5. Supervision and evaluation of curriculum and instruction, to include:
    - ~~a. Curriculum, including racial, cultural and sex factors;~~
    - ~~b. Teaching and other instructional processes;~~
    - ~~c. Pupil achievement.~~~~
  - ~~6. Appropriate use of resources: Human, fiscal and other, to effect optimum procedures of school instruction.~~
  - ~~7. Implementation procedures for state and federal-mandated special programs and procedures.~~
  - ~~8. Concepts and techniques of staff development.~~
  - ~~9. Concepts and procedures related to direct services to pupils.~~
- ~~(C) Management of Educational Personnel, to include:~~
- ~~1. General concepts and principles of personnel management.~~
  - ~~2. Fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff.~~
  - ~~3. Principles and processes for supervision and evaluation of certificated and classified staff.~~
  - ~~4. Personnel relations, to include:
    - ~~a. Fundamentals of collective bargaining.~~
    - ~~b. Interpreting employment contracts.~~
    - ~~c. Working with a variety of formal and informal employee groups.~~~~
- ~~(D) School-Community Relations, to include:~~
- ~~1. The roles of the school, parents and the general community in the educational process.~~
  - ~~2. Identifying and working with community influence groups, including:
    - ~~a. Relationships with ethnic, racial and other minority groups.~~
    - ~~b. Relationships with those private sector organizations that affect the school program.~~~~
  - ~~3. Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies.~~
- ~~(E) Legal and Financial Aspects of Public Education, to include:~~
- ~~1. The historical and current legal framework of American education and public schools.~~
  - ~~2. Financing public schools in America, to include:
    - ~~a. Historical and current sources and types of funding.~~
    - ~~b. District-level and site-level funding and budgeting.~~
    - ~~c. Financial implications of personnel contracts and other obligations.~~~~
- ~~(F) Educational Governance and Politics, to include:~~

- ~~1. Fundamental concepts of authority, power and influence.~~
- ~~2. The governing roles of federal, state and local agencies.~~
- ~~3. Functions of school boards and district administrations in governance and policy making.~~
- ~~4. The roles of professional organizations and unions.~~
- ~~5. The roles of emerging social groups and forces.~~

~~(G) School Management, to include:~~

- ~~1. Developing, implementing and evaluating goals, priorities, policies and practices.~~
- ~~2. The use of data collection procedures in school management.~~
- ~~3. Principles of management of office, plant and ancillary services.~~
- ~~4. Application of computers and other technology.~~
- ~~5. Communications: modes, policies, effects.~~
- ~~6. Procedures for pupil and staff conflict-resolution.~~
- ~~7. Procedures for stress-management.~~

~~(3) That each successful candidate will be required to have school-site experiences which meet the following conditions:~~

~~(A) Actual performance of nearly all major duties and responsibilities authorized by the credential, under the supervision of persons credentialed to perform those duties and by instructional faculty designated by the approved institution of higher education.~~

~~(B) A substantial part of such services shall be performed by the candidate at a school site where at least 20% of the pupils are of an ethnic racial group other than that of the candidate.~~

~~(C) Such duties and responsibilities shall be performed by the candidate in at least two school levels, i.e., elementary, junior high school or high school.~~

~~(4) Documentation of the specific scope, length and the successful completion of the field experience set forth in subsection (a)(3) for each candidate shall be a joint responsibility and function of the candidate and the preparation institution. Such documentation shall become a part of the formal records of the preparing institution, shall conform to procedures developed by the preparing institution pursuant to subsection (a)(2), and shall be retained by the preparing institution for at least six years, to be available for Commission review and evaluation upon ten days notice.~~

~~(b) Effective Dates:~~

~~(1) Effective July 1, 1982, all programs of specialized and professional preparation for the Services Credential with a specialization in Administrative Services approved by the Commission on or before June 30, 1982, shall be approved as meeting the requirements for the Preliminary Administrative Services Credential, and this approval shall be effective until June 30, 1985.~~

~~(2) Effective July 1, 1985, all approved programs of specialized and professional preparation for the Preliminary Services Credential with~~

~~a specialization in Administrative Services shall meet the provisions of subsection (a) of this section.~~

~~Note: Authority cited: Section 44225, Education Code. Reference: Section 44270 (a) and 44227, Education Code.~~

~~**80097. Approval of Programs Leading to the Professional Services Credential With a Specialization in Administrative Services**~~

~~(a) The short title of this credential shall be "Professional Administrative Services Credential," as referenced in Education Code Section 44270.1.~~

~~(b) The Commission shall approve an educational program intended to prepare candidates for the Professional Administrative Services Credential if an application filed by an accredited institution of higher education provides the following facts and/or information:~~

~~(1) That the institution of higher education has been accredited by a regional accrediting commission or association which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department and has a curriculum in educational administration which provides graduate-level instruction. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.~~

~~(2) That a procedure has been developed which provides means for each candidate to designate and complete a course of study based on areas of educational administration contained in subsection (c) of this section which gives emphasis to the specific preparation needs and career objectives of the candidate.~~

~~(3) A complete description of its candidate evaluation procedures setting forth the institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in an individualized plan for each candidate in the areas of educational administration provided in subsection (c) of this section.~~

~~(c) Programs approved by the Commission pursuant to this section shall provide opportunities for each candidate to demonstrate knowledge and skills that are on a higher level of difficulty or are different than the requirements for the demonstration of knowledge and skill to complete an approved Preliminary Administrative Services program. The demonstration of knowledge and skills shall be required in the following eight areas of educational administration, provided that equal emphasis need not be required for each of the eight areas within each candidate's individual plan of course work and field experience:~~

~~(1) Organizational Theory, Planning and Application, to include:~~

~~(A) The theory and functions of human organizations as independent and dependent social entities within American society.~~



- (B) Structuring and leading groups in a variety of organizational settings, to include school boards, parent and community groups, staff groups, and regional and state organizations.
- (2) Instructional Leadership to include:
- (A) Management strategies designed to achieve goals and objectives.
  - (B) Human relations and the dynamics of groups.
  - (C) Learning and instructional research and theory.
  - (D) Educational trends and issues.
  - (E) Current and emerging needs of society for the improvement of school curriculum and practices.
  - (F) Strategies to meet diverse pupil needs.
  - (G) Computer technology applied to instructional practices.
- (3) Evaluation, to include:
- (A) Conditions that result in low or high level pupil learning outcomes.
  - (B) Evaluation of program and/or curriculum effectiveness.
  - (C) Evaluation of teaching effectiveness.
  - (D) Evaluation of performance.
  - (E) Evaluation of pupil achievement.
  - (F) Effective means to compare classroom, school and school district instructional goals to outcomes.
  - (G) Evaluating the role and effectiveness of specially-funded educational programs.
- (4) Professional and Staff Development, to include:
- (A) Collective planning with other administrators and participants for instructional strategies for adult learners.
  - (B) The application of knowledge of the functioning of organizations to adult learning and performance.
  - (C) Means to integrate organizational goals with specific programs of adult learning.
  - (D) Sources of funding to carry out staff development activities.
- (5) School Law and Political Relationships, to include:
- (A) The legal framework of national, state and local schools, to include statutory and constitutional provisions pertaining to equal access to public education.
  - (B) Political jurisdictions and bodies that make and/or affect state and local educational policy.
  - (C) The application of established legal principles to policies and practices at the local school and district level.
  - (D) Political forces that directly or indirectly have effect upon school practices.
  - (E) Sociological forces that directly or indirectly have effect upon school practices.
  - (F) Theory and application in achieving compromise, consensus, and coalitions to achieve educational goals.
- (6) Fiscal Management, to include:

- ~~(A) School district-level funding and budgeting.~~
  - ~~(B) Financial effects of personnel and other contractual obligations.~~
  - ~~(C) Current problems affecting school financing on state and local levels.~~
  - ~~(D) The organization and functioning of school district business services departments.~~
- ~~(7) Management of Human and Material Resources, to include:~~
  - ~~(A) Effective staff utilization patterns which combine the needs and abilities of staff, organizational constraints, and available resources.~~
  - ~~(B) Developing and implementing effective personnel policies.~~
  - ~~(C) Short and long-term planning procedures for filling staffing needs.~~
  - ~~(D) Short and long-range planning procedures for filling needs for building, equipment and supplies.~~
- ~~(8) Cultural and Socio-Economic Diversity, to include:~~
  - ~~(A) The general ethnic, racial and religious composition of the state and the specific composition of the local community.~~
  - ~~(B) Concepts of cultural values and language diversity.~~
  - ~~(C) Programs and procedures for meeting the instructional needs of limited-English-proficient pupils.~~
  - ~~(D) Principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives.~~
- ~~(d) In addition to the provisions of subsections (b) and (c) of this section, all of the following are requirements for Commission approval of a program:~~
  - ~~(1) Procedures shall be established by which an individualized preparation program plan shall be collaboratively developed for each candidate by the preparing institution in consultation with designees of an employing school district and the candidate. In cases in which it is not feasible to involve an employing school district, consultation with a designated person in a county office of education may be substituted. The individualized preparation program plan shall be filed with the preparing institution and may be revised from time to time upon agreement by the candidate, the preparing institution, and the employing school district or appropriate county office of education.~~
  - ~~(2) A minimum of 1/2 of each candidate's program plan shall consist of direct instruction by the preparing institution of higher education, with the specific content to be identified within the candidate's individualized preparation program plan.~~
  - ~~(3) A minimum of 1/3 of each candidate's program plan shall provide opportunities and academic credit for planned field experiences which are directly related to the eight competency domains cited in subsection (c) of this section. The scope and content of these field~~

~~experiences shall be determined collaboratively by officials of the employing school district, or appropriate county office of education, and shall be identified within the candidate's individualized preparation program plan.~~

- ~~(4) The remaining 1/6 of the unit credit for each candidate's individualized preparation program, developed pursuant to subsection (1) of this subsection, may consist of electives, directly related to the areas of educational administration specified in subsection (c) of this section, selected from one or more of the following:
  - ~~(A) Direct instruction elements provided by the approved preparing institution which are in addition to elements described pursuant to subsection (2) of this subsection.~~
  - ~~(B) Field experience elements within the approved program which are in addition to academic credit given pursuant to subsection (3) of this subsection.~~
  - ~~(C) Knowledge and related skills presented by agencies approved jointly by the candidate's employing school district and the institution of higher education approved for this program and which shall be related to the eight areas provided in subsection (c) of this section.~~~~
- ~~(5) Successful completion of each candidate's individualized preparation program plan shall be certified by officials of the preparing institution of higher education after written consultation with the employing school district, or an official of the appropriate county office of education, and the candidate.~~
- ~~(6) Each approved program shall contain a description of candidate appeal procedures which shall be made known in writing to candidates, by the program coordinator or designee upon each candidate's admission to the program.~~
- ~~(7) A preparing institution approved by the Commission shall certify to the Commission that the candidate has satisfied all other legal requirements for the Professional Administrative Services Credential, as specified in Education Code Section 44270.1, in order for the candidate to become eligible for issuance of the credential.~~
- ~~(e) Candidates initially enrolled between July 1, 1982 and June 30, 1984 in administrative services preparation programs approved by the Commission prior to July 1, 1982, shall be allowed a maximum of six semester units, or their equivalent, of credit toward fulfilling the program requirements for the Professional Administrative Services Credential, provided that such credit is agreed to by the preparing institution, the employing school district and the candidate, and further provided that such credit, if granted, shall be only for credit earned in excess of Commission requirements for the Preliminary Administrative Services Credential.~~

- ~~(f) The processing time for all program approval documents submitted to the Commission as applications for initial approval of programs of professional preparation for the Professional Administrative Services Credential shall meet all of the following criteria:~~
- ~~(1) The Commission on Teacher Credentialing shall reach an approval decision for a program approval document and notify the applicant institution/agency in writing of such decision within 75 working days of receipt of the program application. An applicant institution/agency shall be notified in writing within 45 working days whether the program approval document is complete or incomplete. Incomplete applications shall be returned to the applicant institutions/agencies within 45 working days of the receipt of the application and shall be accompanied by a written specification of what needs to be done in order to complete the application for resubmission to the Commission. The processing time of 75 working days in these cases shall commence upon receipt of the resubmitted program approval document;~~
  - ~~(2) An application is determined complete when all materials needed for processing and all facts required by statutory and administrative law are included.~~
- ~~(g) The appeal process for the implementation of this section shall be as follows: An applicant institution/agency which has submitted a complete program approval document and has not received notification of institutional program approval status within 75 working days may appeal directly in writing to the Executive Secretary of the Commission. In all cases, the applicant shall be informed in writing of the decision of the Executive Secretary within 30 working days of the receipt of the appeal.~~

~~Note: Authority cited: Sections 44225(a) and (b), Education Code; and Section 15376, Government Code. Reference: Sections 44225(b), 44226, 44227 and 44270.1, Education Code; and Sections 15374, 15376 and 15378, Government Code.~~

## **Chapter 2.5. Approved Programs**

### **Article 1. Professional Preparation Programs**

#### **80256. Definitions**

As used herein, the following definitions shall apply to teacher preparation programs submitted to the Commission on Teacher Credentialing for review and approval:

- (a) the term "on campus" means those programs, approved by the Commission on Teacher Credentialing, to be offered through an accredited institution's school or department of education, or its equivalent, and which are based within the physical boundaries of the institution's main campus. This definition does not pertain to student teaching and/or field work components of regular approved programs.
- (b) The term "regular approval" means that approval granted to on-campus programs, offered through the school or department of education, at an institution of higher education.
- (c) The term "off-campus" is defined to mean those approved programs offered through continuation education and/or extension divisions, or their equivalent, and/or those approved programs offered at sites external to the physical boundaries of the institution's main campus.
- (d) The term "initial program" refers to those programs, offered by any recognized entity of an accredited institution of higher education, submitted for the first time for approval by the Commission on Teacher Credentialing, to be offered as an "off-campus" program.
- (e) The term "Initial Approval" refers to the type of approval granted to initial programs.
- (f) The term "replication program" is defined to mean those programs offered "off-campus", at sites different from those for which initial or regular approval has been granted.
- (g) The term "Replication Approval" is defined to mean that approval granted replication programs.

Note: Authority cited: Section 44225(b), Education Code. Reference: Sections 44226 and 44227, Education Code.

### **Article 2. Off-Campus Programs**

#### **80280. Approval Requirements: Off-Campus Programs**

- (a) Teacher preparation programs, at accredited institutions of higher education, to be offered off-campus may be approved by the Commission on Teacher Credentialing only if such requests for approval are signed by the Chief Administrative Officer (or official designee), or, in the case of the California University Consortium, by the Director thereof. With the exception of the California Consortium, the application for approval shall attest that the institution's Dean or Director of Education was consulted as to the appropriateness of the proposed program.
- (b) All institutional requests for initial approval of off-campus programs shall be submitted to the Commission for approval at least one semester,

~~or quarter, prior to the semester or quarter in which the program is to be offered.~~

- ~~(c) All institutional requests for approval of replication programs shall be submitted to the Commission at least 60 days prior to the projected start-up date of the program.~~
- ~~(d) Institutions applying for initial or replication approval shall state the following in order to be approved by the Commission.~~
  - ~~(1) The desired start-up date and specification of the geographic location of the proposed program.~~
  - ~~(2) The anticipated duration of the program.~~
  - ~~(3) The institutional entity offering the proposed program.~~
  - ~~(4) That the proposed initial or replication program meets existing Commission on Teacher Credentialing standards for regular approved programs.~~
  - ~~(5) That credit shall be granted on the basis that one semester unit, or equivalent quarter units, represents a minimum of 12 and 1/2 – 15 hours of direct student contact, plus a minimum of 30 hours of out-of-class preparation.~~
  - ~~(6) That administrators and faculty from the institutional entity submitting the program for approval, with expertise in relevant academic fields, have participated in the planning and approval of the program, including the selection of instructors. Further, that such institutional administrators and faculty shall participate in the on-going evaluation of the program.~~
  - ~~(7) That the competence and credentials of instructors in said programs are equal to those instructing in the regular credential programs of the institution.~~
  - ~~(8) That the programs will be housed in facilities in keeping with the programmatic needs of the programs, and that the programs will have adequate and appropriate instructional and reference materials as well as equipment.~~
  - ~~(9) That the institution shall have the responsibility for controlling and assuring the quality of the program through the utilization of a Local Quality Control Advisory Committee (to be specified henceforth as LQCAC) constituted under the direction of the institution. The institution is to assure that this LQCAC has participated in the initial review and approval of the program's objectives, faculty, facilities, instructional and reference materials, and equipment. Such assurance is to include a statement attested to by the LQCAC that these are considered appropriate to the needs of the target population and/or geographic location to be served.~~
  - ~~(10) That the LQCAC established by the institution, must consist of one each of the following: Instructors from the institution; public school administrators; practitioners in the program's credential area candidates (potential or participating) in the program, and non~~

educators. Each LQCAC is to include representation of the ethnic minority community served.

- (11) That the institution's LQCAC, in addition to participating in the initial review and approval of the program, shall participate (a) in the on-going review and evaluation of the program, and (b) in the development and evaluation of the review and analysis of follow-up surveys/interviews of the candidates'/graduates' employers regarding performance. This on-going involvement is to include, where possible participation of the non-educator member of the Committee.
  - (12) That once candidates are admitted to the programs, the program shall be continued to allow the candidates to complete the programs in accordance with the assurances which shall be provided as a written agreement, to be entered into between the institution and the candidates. This agreement is to clearly specify institutional requirements for attendance and enrollment to be met by the candidates in the specific programs.
  - (13) That all candidates for admission to either initial or replication programs shall meet the normal admission requirements, or their equivalent, of the institutional entity proposing the program.
  - (14) The Chief Administrative Officer (or designee) shall certify that there is no agreement between the institution with any unaccredited agencies or individuals (who operate as contractors to market educational programs), to market the program for which approval is being sought.
- (e) Replication programs are to be developed under direction of the institution, utilizing recommendations from LQCACs. These LQCACs are to participate in the institutional review of the specific program objective approved for the initial and/or regular on-campus program, where such a program has Commission approval at the institution. This program development is to include the institution's LQCAC's recommendations as to the suitability of the initial and/or regular program's objectives to the specific needs of the Replication Program's target population, and to the specific requirements of the geographic location to be served.
- (f) Where the institutional review determines that existing objectives approved by the institution for either on-campus or initial programs, are acceptable, the institution's approved documentation for the credential area shall be reproduced with the institution's assurance to the Commission that "no change" has been made in the objectives.
- (g) Where the institutional review determines that any or all, in whole or in part, of existing approved objectives require modification, the previously approved objective(s) shall be presented with "strike out" provided to indicate the area(s) of change, with the revised objective(s) being presented to the Commission as a separate statement for approval.
- (h) Where the program is an initial off-campus program, not attempting to replicate an existing program, the objectives shall address the competencies for the credential area as established by the Commission

- ~~and the institution's program document shall provide the program's objectives for each such competency, along with the statement from the institution's LQCAC that these objectives are appropriate to the needs of the target population and/or of the geographic area to be served.~~
- ~~(i) LQCACs need not be formed for each program of replication, providing the institution (LQCAC) for the initial program attests that the program's objectives and procedures are appropriate to the target population and/or geographic location to be served by the replication program. Where the program being replicated is a regular program not having a LQCAC, such a committee shall be established by the institution for the replication program.~~
  - ~~(j) All programs of replication shall provide for the participation of a candidate (potential or participating) in the program on the LQCAC. Where such a committee is not developed specific to the replication program, such a candidate shall augment the institution's LQCAC recommending approval of the program.~~
  - ~~(k) The institution shall submit a yearly report for review by the Commission on Teacher Credentialing, based upon its own evaluation of the program. This institutional report is to include the recommendations of the institution's LQCAC, with a description of the institution's response to such recommendations. The report is to be in response to a form provided by the Commission.~~
  - ~~(l) Where the Commission on Teacher Credentialing determines that an institution has replicated an approved credential program, without obtaining Commission on Teacher Credentialing approval for such replication, the initial or regular program being replicated shall be subject to immediate on-site evaluation by the Commission.~~
  - ~~(m) Institutions of Higher Education, recommending candidates for credentials, shall specify to the Commission on Teacher Credentialing whether the preparation was through a regular on-campus program or through an off-campus program, as defined in Section 80150.1. Where the preparation is through an off-campus program, the application shall identify the entity which offered the program, and the geographic location of the program.~~
  - ~~(n) All off-campus programs approved by the Commission to operate after July 1, 1984 shall meet the requirements set forth in this section.~~

~~Note: Authority cited: Section 44225(b), Education Code. Reference: Sections 44226 and 44227, Education Code.~~



**Section for Amendment: 80071.4**

**§80071.4. Basic Skills Examination.**

- (a) After January 31, 1983, every applicant for a credential, permit or certificate, or for the renewal of an emergency permit shall be required to have obtained a passing score on the California Basic Educational Skills Test (CBEST). The test is not required to renew, reissue or upgrade a credential, certificate or permit except when upgrading a permit would require a baccalaureate degree.
- (b) Pursuant to Education Code Sections 44252(b) and (d) applicants for the following credentials, permits, or certificates are exempt from this requirement:
- (1) a credential to be issued solely for teaching adults in an apprenticeship program;
  - (2) a credential for an adult education designated subject other than an academic subject; and
  - (3) a certificate of clearance;
  - (4) a children's center permit or a permit authorizing service in a special center for the handicapped, when a baccalaureate degree is not required;
  - (5) a credential, certificate, or permit for an additional teaching authorization when the applicant holds a non-emergency credential, certificate or permit that requires a baccalaureate degree and authorizes teaching;
  - (6) a health services credential;
  - (7) a Designated Subjects Vocational Education Teaching Credential.
  - (8) any Designated Subjects Special Subjects Credential for which a baccalaureate degree is not required.
- (c) Pursuant to Education Code Section 44252(b)(3), a school district can request a one year non-renewable credential for an individual who they wish to employ and who has not yet passed the CBEST.
- (1) The applicant for the one year non-renewable credential shall satisfy all of the following:
    - (A) either 1. or 2. below:
      1. completed an out-of-state professional preparation program for a credential comparable to the California credential requested; or
      2. completed a California approved professional preparation program for the requested credential prior to February 1, 1983 and has resided outside of California for the year immediately preceding application for the one year non-renewable emergency credential.
    - (B) and all minimum requirements for the California credential requested except for the CBEST requirement; and
    - (C) a basic skills test developed and administered by the employing school district.

- (d) Applicants for an exchange certificated employee credential can be issued a one-year preliminary credential pending the passage of the CBEST.
- (e) An applicant for any credential needing the CBEST shall be required to have passed it only once, regardless of the time that has elapsed between the date of passing the test and the date of the application.
- (f) The Commission will establish the schedule of test administrations no less than four months prior to the beginning of the next fiscal year, and will publicize the schedule by all reasonable means as quickly as practicable.
- (g) The Commission will arrange for a special administration of the test in the event that an emergency occurs. An emergency for this purpose is a reasonably unforeseeable circumstance which cannot be avoided or a foreseeable one that cannot be accommodated because of the special and unique staff recruitment problems with which a school district or group of districts is faced.

The special administration will be scheduled by the Commission as soon as possible, consistent with the district's schedule for compliance with the requirements of sections 80071.4(h)(1)(B), (h)(1)(C), and (h)(2)(C) below, except that no special administration will be scheduled in the period three calendar weeks before a scheduled regular administration. No special administration will be scheduled without reasonable assurance that at least forty people will actually register and take the test at the special administration. Two or more districts or counties may jointly participate in a single administration provided each can satisfy the requirements specified in Section 80071.4(h).

- (h) The written request for a special administration must include a copy of relevant sections of the official minutes of the district or county governing board and documentation by the superintendent of the specific facts of the emergency.
  - (1) The minutes of the governing board meeting must show that the board accepts the following conditions:
    - (A) An emergency as defined in subsection (g) exists and is unavoidable.
    - (B) District or county staff will assist in locating or providing space for the special administration and in the identification of qualified examination proctors, if such assistance is requested by the Commission or its designated agent;
    - (C) District or county staff will provide administrative support in accomplishing the registration process in a manner that will be consistent with the CBEST registration and reporting system;
    - (D) The district agrees to pay the full fee required for testing forty persons, even if fewer than forty actually take the test at a special administration.

- (E) The district or county agrees not to require that the people taking the test pay any of the excess administrative cost incurred by the district or county.
- (2) The superintendent of the district or county shall provide the following information as part of the written request:
  - (A) A detailed statement on the cause of the emergency and the reasons it could not have been anticipated in time to make use of the most recent previous regular administration;
  - (B) Documentation on the numbers of substitute or contract teachers needed, the total number of teachers on contract in the district or county, or the average daily number of substitutes used in the preceding year as appropriate to the definition of an emergency cited in the governing board minutes;
  - (C) A description of the plans for publicizing the special administration to insure that it will be maximally effective in attracting people not previously tested who can meet the emergency needs of the district or county;
  - (D) A definitive statement about whether admission to the special administration will be limited to people who are potential employees of the district or county requesting the special administration, or will be open to anyone who wishes to take the test;
  - (E) Designation of the county or district having primary responsibility for administrative arrangements for the special administration, in the event that two or more counties or districts are participating jointly in the special administration.
- (i) No special administration will be scheduled for a college or university.
- (j) There will be no limit on the number of times a person may take the entire test or sections of the test. Section(s) of the test that have been passed need not be repeated, but no person taking the test may omit any section that has not been passed. The test fee for repeating the test will be as specified in Section 80487(a)(5) of these regulations.
- (k) In determining whether a person has passed the test, the highest score obtained on any section of the test at any administration will be used without regard to the length of time that has elapsed since the score was obtained.
- (l) All credential program applicants shall take the CBEST for diagnostic purposes no later than the deadline for submission of his/her application for admission to the credential program unless the applicant is exempt from the CBEST for the credential.
- (m) An individual credential applicant who already holds a valid non-emergency teaching credential that requires a baccalaureate degree and is seeking an additional teaching authorization is exempt from the provisions of subsection (l).

- (n) The Commission will not consider appeals by credential applicants who have failed to achieve the passing standard established by the Commission at the time the CBEST has been most recently attempted.
- (o) The Commission will issue annually a report on the passing rates of various groups on the CBEST, including passing rates by institution attended ~~for preparation for credentials~~.

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44252, 44252.5, 44203 and 44830, Education Code.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

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Attn.: Sam Swofford, Ed.D.  
Executive Director

Title: Administrative Services Credentials, Basic Skills Examination, and Off-Campus Programs  
Section Nos.: 80096, 80097, 80071.4, 80256, and 80280

**Response to the Attached Title 5 Regulations**

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission, attention Executive Office, at the above address by 5:00 pm on February 2, 2000, in order that the material can be presented at the February 3, 2000 public hearing.

- 1.  **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
- 2.  **No**, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
- 3.  Personal opinion of the undersigned. and/or
- 4.  Organizational opinion representing: \_\_\_\_\_  
(Circle One) School District, County Schools, College, University, Professional Organization,  
Other
- 5.  I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
- 6.  No, I will not make a presentation to the Commission at the public hearing.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Employer/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
*route to I. birch*