

## GENERAL PRECONDITIONS

### EVIDENCE GUIDANCE

*Please note: Some preconditions can be addressed through a statement of assurance by institutional leadership (Unit Head) while others require actual evidence (policies, materials, etc.)*

PRECONDITION LANGUAGE	EVIDENCE GUIDANCE
<p><b>Precondition 1 for Institutions of Higher Education</b>  <b>(a) Accreditation and Academic Credit.</b> The program(s) must be 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. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• Copy of most recent letter from WASC Senior or one of the other federally recognized accrediting bodies.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• A link to a statement on the institution’s website, a statement of assurance by institutional personnel, or statement on recruiting materials.</li> </ul>
<p><b>Precondition 1 for School Districts or Other Non-Regionally Accredited Entities</b>  <b>(b)</b> School districts or other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit a signed letter noting district leadership continued support for the program.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• A signed letter from the Superintendent or CEO noting district leadership continued support for the program.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence;</i></p> <ul style="list-style-type: none"> <li>• Letter is signed by someone other than the unit head.</li> <li>• Letter that raises any doubt about district leadership continued support for the program.</li> </ul>

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<p><b>Precondition 2. Enrollment and Completion.</b>  Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:</p> <ol style="list-style-type: none"> <li>i. completes the program;</li> <li>ii. withdraws from the program;</li> <li>iii. is dropped from the program based on established criteria; or</li> <li>iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.</li> </ol> <p>In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• A statement of assurance by Unit Head (Dean, Superintendent) that the institution understands that once it enrolls candidates that candidates must be able to complete the program even if the program plans to close. The statement should include an assurance covering all language in i-iv.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• A copy of or link to the institution’s teach out plan in the event the programs would close or a description of the teach- out plan (sufficiently specific) about how the institution will provide for candidates needs and ability to complete a program.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• An assurance that raises any doubt about whether there is a commitment to ensuring that the needs of all candidates enrolled in an institution at the time of program closure. For example, one that indicates that the candidate will have to seek another program on his or her own in the event of program closure.</li> <li>• Statement that the institution has a teach-out plan without providing the evidence for such statement.</li> <li>• A statement that the institution will develop one in the future, should the need arise.</li> </ul>

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<p><b>Precondition 3. Responsibility and Authority.</b> To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:</p> <p>(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).</p> <p>(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. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.</p> <p>(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <p>(a) Title of the person responsible for oversight of all educator preparation programs (Unit Head). Name of the current occupant of that position is helpful but not required. Program Directors/ Coordinators are not the unit head unless that person is also institutional leadership, has oversight of all credential programs offered by the institution, and authority to designate institutional resources for all programs.</p> <p style="text-align: center;"><b>AND</b></p> <p>(b) An organization chart largely addresses this requirement. Please review the organization chart to make sure it is representative of all the credential programs offered by the institution, the positions responsible and the reporting relationships between key individuals. If any aspect of the program is delivered by an outside organization or individuals, please ensure that they are included in the information provided. Lines of authority must be clear.</p> <p style="text-align: center;"><b>AND</b></p> <p>(c) An assurance that no one other than employees of the approved institution will submit credential recommendations accompanied with copies or links to policies that indicate who is responsible for all credential recommendations to the Commission and that any individual who is recommending will always be a current employee of the approved institution.</p>

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<p><b>Precondition 3. Responsibility and Authority (cont.)</b></p>	<p><i>Examples of <b>Insufficient</b> Evidence (one or more of the following):</i></p> <p>(a) <i>Lack of title of person responsible for oversight or the person/title listed is the person with day to day operational responsibilities but clearly not at a level within the institution to have oversight responsibilities.</i></p> <p style="text-align: center;"><b>OR</b></p> <p>(b) <i>An organizational chart or other material where the reporting relationships are unclear, or any parent/outside organizations are not included in the materials/org chart.</i></p> <p style="text-align: center;"><b>OR</b></p> <p><i>Submission of the name and/or title of person who will/does the actual recommendation process to the Commission alone without also an assurance that any and all persons who will be doing the recommendation process will be employees of the Commission approved institution.</i></p>
<p><b>Precondition 4 Lawful Practices.</b></p> <p>To be granted 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.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• Links or copies to documents that include non-discrimination language related to employment such as employee handbooks, recruitment materials, job postings, etc.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Links or copies to documents that includes non-discrimination language related to candidates in the program – admissions, retention, graduation and so forth. These are typically in candidate handbooks or candidate recruitment materials.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• Statements, claims, or assurances by the institution or institutional leadership that the institution makes decisions based on lawful practices, without actual evidence or documentation to support such claims.</li> <li>• Links or copies related to either employees or candidates, but not both. This is a two-pronged precondition and both parts must be addressed.</li> </ul>

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<p><b>Precondition 5. Commission Assurances.</b> To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission, (c) assure that the approved program 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 (d) assure that the approved program sponsor will participate fully in the Commission’s accreditation system, including the timely submission of documents required for accreditation.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• Assurance statement by institutional leadership (unit head) that agrees and includes language pertaining to a-d.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• Assurance statement is signed or submitted by someone other than the unit head (program director, faculty member, other individual)</li> <li>• Assurance statement that lacks language for one or more a-d.</li> </ul>
<p><b>Precondition 6. Requests for Data.</b> To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• Identification of the person (name and title) for reporting and responding to all requests from the Commission for data.</li> <li>• Assurance statement that the institution understands that it is its responsibility to check the contact information listed on the Commission’s approved programs page and to make any necessary updates at least on an annual basis.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• Assurance statement agreeing to identify a qualified officer who will respond to data requests, but no name or title provided.</li> <li>• No inclusion of an assurance statement that the institution understands that it is responsible for keeping institutional contact information current with the Commission.</li> </ul>

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<p><b>Precondition 7. Veracity in all Claims and Documentation Submitted.</b> To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• A statement signed by institutional leadership (Unit Head) that all statements, documents, and information provided to the Commission by the institution is accurate and truthful.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• A statement that is provided by someone other than institutional leadership (Unit Head).</li> <li>• A statement that does not address veracity.</li> </ul>
<p><b>Precondition 8. Grievance Process.</b> To be granted continuing accreditation by the Committee on Accreditation, the approved program 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 candidates have been informed of the grievance process and that the process has been followed.</p> <p><i>Note: While the Commission does not dictate a specific process for candidates to grieve actions and decisions related to the admission, progress, and completion of their program, the Commission may find it necessary to comment on an institution’s grievance process if it appears to unfairly disadvantage the candidate. Examples include requiring the candidate to grieve to the very same individuals for whom the grievance is directed.</i></p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• Copies of or links to the institution’s grievance process for candidates and applicants.</li> <li>• The grievance process needs to be easily accessible so information about where a candidate obtains this information is critical – Provide website URL to where the grievance process is housed.</li> <li>• Evidence that demonstrates how candidates are informed of the existence of the grievance process – orientation materials or meeting agendas where it is clear that the grievance process was discussed.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• An assurance statement that the institution has a grievance process for candidates without including the evidence of the existence of such.</li> <li>• An assurance that the institution will develop a grievance process in the future.</li> <li>• The submission of a grievance process that addresses employment matters only. While this may be important for those candidates who are also employees such as interns, it is not sufficient and does not address issues such as academic progress and program completion.</li> <li>• Lack of information and evidence about when candidates are informed of the grievance process.</li> </ul>

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<p><b>Precondition 9. Faculty and Instructional Personnel Participation</b>  All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).</p> <p><i>This precondition applies <b>only to colleges and universities</b>. Local Education Agencies do not need to address this precondition.</i></p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• List of all faculty members to whom this precondition would apply (regularly teach one or more courses in an educator preparation program but not those outside of the Department, School or College of Education)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• List indicating how each faculty member above have participated in the public-school system at least once every three years.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• A list that does not include all relevant faculty members (only adjunct or only full time or only those in certain programs).</li> <li>• A list that does not include both the faculty member names and the manner in which they meet this requirement.</li> <li>• The manner in which faculty members meet this requirement is superficial or not relevant (parent with school age children, chaperoned on student field trips). Acceptable activities include mentor teacher, professional development provider, school board member, tutor K-12 students, field supervisor, advisory boards, among many others.</li> </ul>

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<p><b>Precondition 10. Communication and Information.</b> To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <ul style="list-style-type: none"> <li>• URL to the approved program sponsor website that does not require individuals to provide information to the entity, having to create a log in and password, or any other barrier to accessing information about the institution and the program.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• The website must include information about admissions requirements, course and fieldwork requirements, and completion requirements.</li> </ul> <p><i>Examples of <b>Insufficient</b> Evidence:</i></p> <ul style="list-style-type: none"> <li>• URL to websites that have placed barriers on open information about the institution and the credential programs (require passwords and logins, require the individual to provide personal information prior to gaining access to the information).</li> <li>• Lack of information on the website about the admissions criteria, the program requirements, coursework and fieldwork, and completion.</li> </ul>
<p><b>Precondition 11. Student Records Management, Access, and Security.</b> To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution’s record retention policy. Institutions will provide verification that: (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion. (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies). (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.</p>	<p><i>Examples of <b>Acceptable</b> Evidence</i></p> <p>A statement of assurance that student records will be maintained and retained in accordance with the institution’s record retention policy</p> <p>(a) a description of how the program provides candidates with access to their transcripts and other student records, including how candidates will have access to their records after they graduate or transfer and how they will be notified if records are scheduled for destruction.</p> <p style="text-align: center;"><b>AND</b></p> <p>(b) an assurance/description that student records will be maintained at a central location or designated/main institutional site.</p> <p style="text-align: center;"><b>AND</b></p> <p>(c) an assurance or description that indicates that the location in which the student records are housed are secured (locked cabinets or secure server) and not accessible by the public.</p>

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<p><b>Precondition 12: Disclosure.</b>            Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.</p> <p><i>Please note: This precondition relates to direct educational services to candidates. It is not necessary to include entities that may provide other important services but are not directly related to the program offerings such as coursework, curriculum or fieldwork. Examples of these other services that do not need to be identified under the disclosure precondition include portfolio or student data systems such as Task Stream or Live Text or other similar technology, assessment companies, and others.</i></p>	<p><i>Examples of <b>Acceptable</b> Evidence</i>            Either</p> <p>1) an assurance statement that the institution does not use any outside entity to provide direct educational services to candidates,</p> <p style="text-align: center;"><b>OR</b></p> <p>2) A list of the outside organizations and what their role is in providing direct services to candidates. This may include partner institutions that are not approved program sponsors, pre-packaged curriculum providers, and other individuals or entities that the approved institution gives all or partial responsibility to providing all or partial educational services to candidates, including but not limited to coursework/curriculum, field supervision, advisement, and/or admissions.</p>