# Experimental Program Standards (2008)

| **Standard Language** | **Program Narrative with Hyperlinks to Supporting Documentation** |
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| **Standard 1: Program Rationale**The experimental program proposal provides a credible rationale for the program, drawing upon relevant and recent scholarly and research literature in the field. |  |
| Experimental programs have a scholarly focus andproposals are research-based with a clear plan for investigating an issue of significant importance for the theory and practice of educator preparation. |  |
| **Standard 2: Research Question(s)**The proposal clearly identifies the topic of investigation andsubmits one or more research questions, hypotheses or objectives that the experimental program is expected to address.  |  |
| The proposal relates to fundamentally significant issues in the selection, preparation and/or assessment of prospective professional educators. |  |
| **Standard 3: Program Design** The proposal submits a complete and thorough description of the proposed program. |  |
| The proposal includes details of the activities and coursework that candidates will complete as well as indicators of outcomes of candidate competence for program completion.  |  |
| The proposal must outline all essential elements of the research design, as appropriate to the nature of the inquiry.  |  |
| **Standard 4: Research Design** The proposal clearly illustrates the connection of the * Program Philosophy and Goals,
* Research Questions, and
* Program Design

to the implementation of the experimental program and investigation of the issue(s) being investigatedas well as a timeline for the investigation. |  |
| Standards of scholarship will be applied as part of the peer and staff review used to approve, monitor and review proposals and reports. |  |
| The length of time for the experimental program is provided and is appropriate to the focus of the inquiry but may not exceed 7 years. |  |
| **Standard 5: Anticipated Outcomes** The proposal identifies the anticipated outcomes of implementing the experimental programand how the implementation and investigation will add to the knowledge base of educator preparation.  |  |
| The proposal includes details about how the efficacy of the program will be assessedand how the program will ensure that program completers have the knowledge, skills, and abilities necessary to work in California’s diverse public schools and support students in meeting standards. |  |
| **Standard 6: Contribution to Scholarship and the Profession** The proposal clearly shows that the knowledge generated by implementing the experimental program will improve the quality of preparation for service authorized by the credential.  |  |
| The program and the scholarship generated from the research should lead or have the potential to lead to improvements in the preparation of professionals and guide education policy. |  |