
2A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Arizona State University

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Arizona State University's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

Presenters: Hart Boyd and Frances Kellar, Consultants, Professional Services Division

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Education preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - A. Set and uphold rigorous standards for educator preparation programs
 - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Initial Institutional Approval – Stage II: Eligibility Requirements for Arizona State University

Introduction

This agenda item presents for consideration one Institution of Higher Education (IHE) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. Arizona State University (ASU) seeks IIA in order to offer the following credential programs: PK-3 Early Childhood Education (ECE) Instruction Credential, Preliminary Multiple Subject, and Preliminary Single Subject (English, mathematics, science, and social science). ASU has submitted responses to the Eligibility Requirements and relevant Preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). ASU is a public research university located in Tempe, Arizona. ASU was founded in 1886 as a normal school focused on training teachers for the rapidly growing public common school. ASU is one of the largest public universities in the United States with an enrollment of over 183,000 students through in-person, online, and hybrid options. ASU is regionally accredited by the Higher Learning Commission (HLC).

Approval of an institution for Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval in Stage II allows an institution to move forward to Stage III in which Common Standards will be submitted for review and the institution brought before the Commission again at that time. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards will occur in subsequent stages. Please see the table on page three of this item for more information about the five stages of the IIA process.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. A table detailing the five stages of the IIA process is provided on page three of this item.

Arizona State University

ASU seeks Initial Institutional Approval to offer the following programs:

- Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction

- Preliminary Multiple Subject
- Preliminary Single Subject

Summaries and excerpts of ASU's responses to the twelve [Eligibility Requirement Criteria](#), two [Initial Program Preconditions](#), and [General Precondition](#) #9: Faculty and Instructional Personnel Participation, are provided in this item. [ASU's full response](#) is also available on the institutional website. Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. All relevant Preconditions have been reviewed by Commission staff and have been determined to be met.

Five Stages of the Initial Institutional Approval Process

ASU is seeking approval of Stage II in order to be eligible for Stage III as highlighted and italicized in the chart below.

IIA Process	Stage I - Prerequisites	<i>Stage II – Eligibility</i>	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Full Approval
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	<i>Ensures that institution has capacity to sponsor effective programs</i>	Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	<i>Submit responses to:</i> • <i>12 Eligibility Criteria</i> • <i>Initial Program Preconditions</i> • <i>General Precondition #9</i>	Submit responses to: • Common Standards	Submit responses to: • Program-Specific Preconditions • Program Standards	Institution Must: • Collect data • Host provisional site visit
Reviewed By	Staff	<i>Staff</i>	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	<i>Commission</i>	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	<i>Eligibility:</i> 1. <i>Grant</i> 2. <i>Deny</i>	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
IIA Status*	Not Approved	<i>Not Approved</i>	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage **Institutionally approved but cannot offer programs ***May begin offering approved program

Criterion 1 through 9

In accordance with the Commission's adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9, as follows, includes a staff review and recommendation.

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- Arizona State University is proposing to offer Preliminary Multiple Subject and Single Subject with Intern and Preliminary PK-3 ECE with Intern.
- Arizona State University has submitted a complete organizational chart that indicates the preliminary multiple subject, single subject, and PK-3 ECE programs will be housed under the Mary Lou Fulton College for Teaching and Learning Innovation (MLFC). MLFC will be involved in the oversight of the educator preparation unit. The Division for Advancing Educator Preparation will be the unit responsible for program delivery.
- Dr. Elizabeth Frias—Associate Director, Graduate Pathways—will be the program coordinator who will be responsible for the day-to-day operations of the program.
- Dr. Elizabeth Frias will report to Dr. Nicole Thompson, Vice Dean of the Division. Dr. Thompson will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- Arizona State University assures that the duties related to credential recommendations will be performed only by employees of Arizona State University and that these individuals will take part in the Commission training related to the recommendation process.
- Arizona State University has identified, Melissa Alexander, Professional Licensure Officer, as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided in the Academic Affairs Manual.
- A non-discrimination policy for the institution's **candidates** is provided in the Graduate College Policy Manual and on the institution's website.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- Arizona State University provided a statement of assurance signed by Dr. Nicole Thompson, Vice Dean, that states the institution:
 - a) Will comply with all preconditions,
 - b) Will submit all data reports and accreditation documents,
 - c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,

- d) Will participate fully in the Commission's accreditation system and submission timelines, and
- e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- Marc McCain, Director of Data Strategy and Compliance at Mary Lou Fulton College for Teaching and Learning Innovation, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- ASU has provided evidence of a grievance process which will be accessible to all candidates and applicants in the Graduate Policy and Procedures Manual on the institution's website and on the student forms and policies webpage.
- Candidates will be informed of the existence of the grievance policy early in their enrollment in the program. Once candidates are accepted to the program, ASU's graduate advising team will email the candidate a welcome letter with an orientation video that outlines candidate expectations and policies, candidate resources, and how to contact academic advising and other coaches. The orientation video will also outline the Graduate Policies, such as how to request a leave of absence, and the requirements for remaining in good academic standing.

In addition to the orientation video, candidates will be provided links to their program handbook that outlines the grievance process as well as the most recent version of the MLFC Satisfactory Academic Progress and Professional Conduct Policy (SAPPC) manual. Section V of the SAPPC will outline MLFC's Appeal Policies and Procedures.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- ASU's webpage will be accessible to the public without the requirement of log in information.
- ASU will include the mission, governance, administration and admission procedures on the Mary Lou Fulton College for Teaching and Learning Innovation's (MLFC) [California Certification](#) Information webpage.
- Information will be made available through the academic catalog, institutional website, digital newsletters, and public information sessions and webinars.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Official and unofficial Arizona State University (ASU) academic transcripts will be made available through University Registrar Services. Official transcripts can be ordered online or by mail.
- If approved by the Commission, candidates enrolled in the proposed California educator preparation programs will follow the same steps as all other ASU students for obtaining copies of their transcripts. Candidates will have access to ASURITE and will create a profile where they may request their official transcripts or print out their unofficial transcripts.
- ASU has provided an assurance and evidence of its records retention policy that candidate records will be maintained at the main institutional site or central location.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- ASU proposes to deliver the programs via online coursework.
- ASU's submission notes that there will be no physical locations for the proposed programs as the delivery model will be online.
- ASU will have no outside organizations providing educational services for the proposed programs.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Nicole L. Thompson, Vice Dean, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to ASU's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

Criterion 10, 11, and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion 10: Mission and Vision

ASU seeks Initial Institutional Approval to offer the following programs:

- Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction
- Preliminary Multiple Subject
- Preliminary Single Subject

The mission of ASU's MLFC is to create knowledge, mobilize people, and take action to improve education. This mission aligns with California's approach to educator preparation by emphasizing equity, effectiveness, and responsiveness to the diverse needs of learners and communities. MLFC's mission also aligns with California's focus on fostering learner-centered environments by integrating research-driven practices into its preparation programs.

MLFC's vision for educator preparation is rooted in the belief that high-quality teacher preparation is essential for building an effective and stable teacher workforce. Faculty members within MLFC advance knowledge in the science of learning, the practice of teaching and the impact of education policy, ensuring that educator preparation programs are evidence-based and responsive to evolving educational needs. The vision states that the college equips candidates with the knowledge, skills, and opportunities necessary for success through accessible, personalized, and transformative degree programs, including bachelor's, master's and doctoral degrees, as well as nondegree professional development initiatives.

The mission and vision for educator preparation reflect a commitment to California's adopted state standards and frameworks for TK-12 students. Grounded in the principles of the ASU charter document, which emphasizes inclusion, student success, and advancing public value, ASU's MLFC is dedicated to preparing educators who can meet the diverse needs of all learners. The ASU charter states: "ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves." This foundational commitment shapes MLFC's approach to fostering equity, access and inclusive excellence — values that are central to California's standards and frameworks for TK-12 education.

ASU confirms that its mission and vision for educator preparation will be published on the MLFC website and included in institutional documentation provided to candidates. These materials will also include information on California-approved educator preparation programs, ensuring transparency and accessibility for all constituencies.

MLFC's educator preparation programs will be designed to ensure candidates are well-equipped to understand and implement California's TK-12 content standards, curriculum frameworks, and instructional models. This includes preparing future educators to create inclusive and equitable learning environments that address the unique cultural, social, and linguistic backgrounds of all students.

In alignment with California's emphasis on learner-centered and evidence-based teaching practices, ASU's MLFC fosters partnerships that address real-world challenges and promote continuous professional growth. Programs will be designed to prepare educators with the skills and knowledge necessary to support student success, enhance instructional effectiveness, and respond to the evolving needs of schools and communities.

The guiding framework for educator preparation programs will be shaped by a comprehensive philosophical and theoretical framework that prioritizes accessible, personalized, and transformative learning experiences. This framework will be based on the belief that every aspiring educator should have the resources and opportunities necessary for success, enabling them to create meaningful learning experiences in diverse educational settings.

To achieve this, ASU's MLFC advances learner-centered (candidate) education by developing effective teaching practices and creating learning environments that respond to candidates' academic and developmental needs. Learner-centered education will be a key academic and instructional focus within the college, ensuring that programs will remain adaptive and relevant.

ASU's MLFC is committed to preparing candidates to work effectively with the full range of California TK-12 students, reflecting the state's diverse populations and the principles of equity and inclusion. MLFC's educator preparation programs will be designed around three core domains, each with a focus on equipping future educators with the knowledge, skills, and dispositions needed to support all learners effectively:

1. Education Design and Decision Making (DDM)
2. Professional Growth, Leadership, Advocacy and Ethics (GLAE)
3. Educator Scholar and Integrative Knowledge (ESK)

The proposed programs will align with California's standards and frameworks, ensuring that candidates are prepared to meet the state's high expectations for educators. Through a combination of rigorous coursework, hands-on fieldwork, and a focus on equity, program completers will be ready to create meaningful, inclusive, and transformative learning experiences for all California TK-12 students.

ASU notes that the proposed programs for California will retain some foundational elements from their existing educator preparation programs while incorporating key adaptations to meet California's unique requirements and context. Some similarities will be in foundational coursework and program learning outcomes, while the differences will be that the proposed programs will be designed specifically to meet California program standards and teaching

performance expectations. Additionally, ASU notes that prospective candidates will be provided with support and resources in preparation for taking the teaching performance assessment. ASU also notes that the proposed California programs will place a stronger emphasis on preparing candidates to work with the state's uniquely diverse student population, including an emphasis on English learners and culturally responsive teaching practices in addition to state-specific contexts and policies.

ASU notes that these differences will ensure that the proposed California programs will not be merely adaptations of existing programs but will be intentionally designed to prepare educators who are responsive to the unique needs of California's students, schools, and communities. By aligning with California state standards and priorities, the programs will produce educators who are equipped to excel in California's diverse educational landscape.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

- Arizona State University (ASU), founded in 1886 as a normal school, has grown into a major institution offering over 850 degree programs across campuses and online. With an inclusive mission extending beyond Arizona, ASU operates nationwide, including a physical satellite campus, the ASU California Center in Los Angeles, which hosts top-ranked programs in film, fashion, and journalism.

The Mary Lou Fulton College for Teaching and Learning Innovation (MLFC), based at ASU's Tempe campus, is a leading educator preparation program with about 8,000 students. MLFC has two divisions—Advancing Educator Preparation and Advancing Education Policy, Practice, and Leadership—and offers a wide range of accredited degrees in education fields at both undergraduate and graduate levels.

- ASU is currently approved to offer educator preparation programs leading to certification exclusively in the state of Arizona.
- ASU notes that since 2021 when its graduate educator preparation programs went online to expand its educational outreach, the MLFC developed strong partnerships with numerous TK-12 institutions across California to provide high-quality fieldwork experiences for its teacher candidates. These partnerships support MLFC's mission to prepare future educators by immersing them in diverse, practical environments where they can apply their learning and develop essential teaching skills.
- MLFC currently partners with over 90 California schools and districts, providing diverse fieldwork opportunities and helping meet local staffing needs. Since 2021, its online graduate educator programs have increased accessibility while maintaining strong student outcomes. Notably, current California-based candidates in these programs have achieved a 90% persistence rate, higher than peers from Arizona and other states, demonstrating the program's effectiveness and support for California residents.
- ASU's submission includes data from the past five years for the number of enrolled candidates (7,927) and program completers (4,060). Additionally, the submission includes data indicating a 94% employment rate for MLFC program completers.

- ASU's submission notes that the MLFC continuously measures candidate satisfaction during and after its teacher preparation programs, using feedback since 2014–2015 to drive improvements. Results show consistently high satisfaction: 94% of all undergraduates in all areas are pleased with instruction quality and their major, and 90% are satisfied with career and job skill preparation. At the graduate level, 92% report overall satisfaction, 87% are satisfied with program quality, and over 89–91% express satisfaction with career preparation and professional development.
- ASU has posted the third-party invitation for comments on the institution's website where the public and all constituencies can access it. No comments have been received at this time. One anonymous letter was sent directly to a Commissioner opposing ASU's submission.
- As required by this criterion, staff researched the possibility of any additional available information relevant to ASU's application for IIA and found none.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, ASU has provided a copy of its most recent audited budget for the 2024 fiscal year as well as a copy of a proposed operations budget for its education unit.
- Within the submission, ASU has identified the job responsibilities for the program personnel and instructional support. ASU's personnel and instructional support will consist of the following:
 - Associate Division Director: Supports faculty and ensure continuous program improvement
 - Assistant Division Director: Collaborates with the Associate Division Director to enhance program operations
 - Area Leads (Graduate Teacher Preparation Coordinators): Oversee specific content areas and support program delivery:
 - Early Childhood
 - Elementary
 - Secondary
 - Special Education
 - Lead Instructor: A full-time faculty member with content expertise who will typically serve as the course coordinator. The lead instructor will have a reduced student teaching load to focus on maintaining course quality and consistency.
 - Co-Instructors: Qualified instructors with expertise in the course content will be hired as enrollment increases. To maintain instructional quality, MLFC will ensure a maximum candidate-to-instructor ratio of 30:1. Enrollment will be closely monitored at the start of each semester by the MLFC Academic Operations Scheduling and Staffing Team. Additional co-instructors will be hired as needed to maintain this ratio.
- Support providers—including faculty advisors, instructional coaches, and area-specific leads—will play a vital role in preparing candidates to succeed in California's TK-12 classrooms. These professionals will offer targeted guidance in curriculum planning, culturally responsive pedagogy, classroom management, and instructional strategies

aligned with California's content standards and frameworks. If approved, ASU will hire additional California-based support providers and instructional coaches as the proposed programs grow.

- ASU notes that the Division of Advancing Educator Preparation within the MLFC currently employs 123 full-time faculty members across tenure, tenure-track, and career-track positions. Additionally, part-time and adjunct faculty are hired each semester as needed to fill teaching vacancies.
- Currently, MLFC is collaborating with 13 California-based educators to co-design the proposed California programs of study. These California-based educators will serve as integral members of the MLFC faculty. They will teach courses, supervise clinical experiences, and provide direct support to candidates pursuing California credentials. Their local expertise will ensure the proposed programs are grounded in the realities of California's TK-12 schools, including regional policies, instructional practices, and community needs.
- ASU has provided the minimum qualifications for the following positions in their submission:
 - Dean
 - Vice Dean of the Division for Advancing Educator Preparation
 - Associate Division Director for Graduate Educator Pathways
 - Assistant Division Director for Graduate Pathways
 - Graduate Pathway Area Leads
 - Clinical Assistant Professor
 - Tenure/Tenure-Track Professor
 - Co-Instructor, Part-Time Faculty
- ASU's MLFC has developed partnerships with over 90 schools and districts across California, spanning urban, suburban and rural communities. These partnerships are strategically located in diverse regions, including:
 - Major metropolitan areas: Los Angeles, San Diego, San Francisco
 - Additional communities: Riverside, Oakland, Long Beach
- For the purposes of fieldwork, ASU has provided a selection of MOUs with the following partner institutions:
 - South Bay Union School District
 - Manteca Unified School District
 - Whittier Union High School District
 - Buckeye Union School District
- ASU's submission notes there will be two key components that demonstrate the institution's ability to meet the diverse needs of online learners and provide digital education at scale:
 1. The Office of Digital Learning: This office will support faculty and candidates through instructional design expertise, digital learning platforms, and accessibility and usability.

2. EdPlus at ASU: EdPlus is ASU's enterprise unit for digital education. Key contributions will include scalable online ecosystems, innovative instructional design, comprehensive support, and data and analytics.
- ASU's submission contains a comprehensive teach-out plan and can be found in the ASU Graduate College Policy Manual.
 - The submission notes that currently full-time faculty reside in Arizona, but if the proposed programs are approved and as enrollment grows, future faculty that reside in California will be hired. Part-time faculty reside in Arizona and California and members of the Graduate Advising Team currently reside in Arizona. Advising will be conducted through virtual platforms, including video conferencing, phone, and email, ensuring accessibility and timely assistance for all students, regardless of their location.
 - ASU will use Canvas as its learning management system, and candidates will have access to a number of support services including counseling and wellness services, academic support, military and veteran services, disability resources, 24/7 technical support, and comprehensive online support through EdPlus.
 - Educational services that will be located outside of California include financial aid services.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How Arizona State University Meets the Precondition:

Arizona State University has received letters of support from numerous parts of California such as Napa Valley, Los Angeles County, and San Bernardino County, indicating the need the institution can meet for preparing the next cohort of educators to teach in California's schools. Needs analysis highlights the pressing need for the various regions within the greater Los Angeles area where Arizona State University states it can readily begin preparing and supporting educators within the preliminary programs they are proposing for multiple subject, single subject, and PK-3 ECE with intern pathways. At the time their submitted needs analysis was completed there were more than 450 teacher vacancies in the greater Los Angeles area with a greater emphasis on elementary school shortages compared to secondary schools. With a significant shortage of Multiple Subject Teaching Credential permits in California, employers in the state are challenged in their efforts to staff classrooms with fully qualified teachers, particularly in elementary schools. The decrease from 2022-2023 shows that the shortage will continue to impact students if these roles are not filled.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How Arizona State University Meets the Precondition:

Arizona State University established a California Educator Preparation Collaborative (CEPC) that is comprised of 18 educators from the various regions of California that Arizona State University is seeking to build partnership pathways. The collaborative includes administrators, teacher practitioners, and fellow members from institutions of higher education in California. The collaborative regularly meets and agenda minutes highlight the various aspects of program design and conceptual development work to support the shared responsibility for implementation and continuous programmatic improvement for which the collaborative will assume. This has currently included syllabi development, course components, and accreditation activity development and completion.

General Precondition 9:

(9) Faculty and Instructional Personnel Participation

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).

This precondition applies only to colleges and universities. Local education agencies do not need to address this precondition.

Meets Precondition: Yes

How Arizona State University Meets the Precondition:

Arizona State University notes that MLFC faculty are expected to demonstrate excellence in scholarship, teaching, and service, consistent with their job responsibilities. Arizona State University faculty engage with Arizona public school systems in multiple ways from co-leading alternative certification programs in partnership with local school districts to conducting research projects in collaboration with public schools, and leading faculty-initiated project teams focused on supporting K–12 education. The institution has supplied a list of faculty, their institutional roles, and the ways they've participated in public schools within the past three years. The institution affirms its commitment for faculty to engage in scholarship, teaching, and

service in California schools, that is consistent with their professional responsibilities, if granted commission approval.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant Preconditions submitted by Arizona State University (ASU) and grant eligibility.

Granting eligibility would allow ASU to move forward to Stage III of the IIA process in which responses to the Common Standards are submitted for review. Approval of Stage II will not authorize Institution to offer an educator preparation program that leads to a credential or license, such as the proposed type of program(s).

If the Commission grants eligibility, it may identify topics that it will be looking for in Stage III.

If the Commission denies eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.