

# Bard College

## Master of Arts in Teaching Program

Music MAT, Longy School of Music of Bard College

# General & Program Specific Preconditions

Submitted to:

California Commission on Teacher Credentialing  
April 30<sup>th</sup>, 2021

### Contact Information:

Monique Van Willingham  
Master of Arts in Teaching (MAT) Program, Music  
Director of Master of Arts in Teaching (MAT) Program  
Longy School of Music of Bard College  
[mvanwillingham@longy.edu](mailto:mvanwillingham@longy.edu)  
617-831-1761

# Table of Contents

## General Preconditions

### Part 1:

#### Program Description

BARD College.....	3
BARD and Longy School of Music Partnership.....	4
Longy School of Music of BARD College.....	4
Longy’s Mission.....	5

### Part 2:

#### Preconditions Report

(1) Accreditation and Academic Credit.....	6
(2) Enrollment and Completion.....	6
(3) Responsibility and Authority.....	7
(4) Lawful Practices.....	11
(5) Commission Assurances.....	12
(6) Requests for Data.....	13
(7) Veracity in all Claims and Documentation Submitted.....	13
(8) Grievance Process.....	14
(9) Faculty and Instructional Personnel Participation.....	16
(10) Communication and Information.....	17
(11) Student Records Management, Access, and Security.....	17
(12) Disclosure.....	19

### Part 3:

#### Program Specific Preliminary Single Subject Preconditions

(1) Limitation on Program Length.....	20
(2) Limitation on Student Teaching Prerequisites.....	21
(3) English Language Skills.....	23
(4) Undergraduate Student Enrollment.....	23
(5) Program Admission.....	24
(6) Subject Matter Proficiency.....	25
(7) Completion of Requirements.....	26

# Part One

## Overview and Mission of Institution

### BARD College

Building on a 150-year history as a competitive and innovative undergraduate institution, Bard College's mission has expanded across the country, around the world, and to meet broader student needs. Now, approximately 1,900 undergraduates study in Annandale and more than 380 graduate students study in Bard programs, plus more than 1,200 students in our early colleges. Total enrollment for Bard College and its global affiliates is approximately 6,000 students. The undergraduate program at our main campus in the Hudson River Valley of upstate New York retains a reputation for scholarly excellence and civic engagement. We are committed to enriching culture, public life, and democratic discourse by training tomorrow's thought leaders.

Bard College seeks to inspire curiosity, a love of learning, idealism, and a commitment to the link between higher education and civic participation. The undergraduate curriculum is designed to address central, enduring questions facing succeeding generations of students. Academic disciplines are interconnected through multidisciplinary programs; a balance in the curriculum is sought between general education and individual specialization. Students pursue a rigorous course of study reflecting diverse traditions of scholarship, research, speculation, and artistic expression. They engage philosophies of human existence, theories of human behavior and society, the making of art, and the study of the humanities, science, nature, and history.

Bard's approach to learning focuses on the individual, primarily through small group seminars. These are structured to encourage thoughtful, critical discourse in an inclusive environment. Faculty are active in their fields and stress the connection between the contemplative life of the mind and active engagement outside the classroom. They strive to foster rigorous and free inquiry, intellectual ambition, and creativity.

Bard acts at the intersection of education and civil society, extending liberal arts and sciences education to communities in which it has been underdeveloped, inaccessible, or absent. Through its undergraduate college, distinctive graduate programs, commitment to the fine and performing arts, civic and public engagement programs, and network of international dual-degree partnerships, early colleges, and prison education initiatives, Bard offers unique opportunities for students and

faculty to study, experience, and realize the principle that higher-education institutions can and should operate in the public interest.

### **BARD and Longy School of Music Partnership**

On April 1, 2012, Longy merged with Bard College in Annandale-on-Hudson, New York. Bard, a leader in liberal arts education with a history of rich and innovative programming, opens Longy's doors to a wider community of musicians, scholars, and world leaders. Together, the two institutions are creating an environment for bold intellectual and musical exchange.

**Longy School of Music of Bard College** is a degree-granting institution with a Conservatory located in Cambridge, Massachusetts and a Master of Arts in Teaching campus in Los Angeles, California.

**Programs:** Longy offers 10 different Degrees and Diplomas, plus two Certificate Programs. Longy confers the Master of Music degree, the Master of Music in Music Education Degree, the Master of Arts in Teaching degree, Undergraduate Diploma, Graduate Performance Diploma, Artist Diploma, and the Dalcroze Certificate and License. Undergraduate Diploma students can jointly enroll at Emerson College in Boston and pursue the Longy Undergraduate Diploma and Emerson Bachelor of Music degree simultaneously.

Enrollment: 280 students from 31 states and 27 countries

Main Campus: Cambridge, MA

Average Class Size: 11.6

Student-to-Faculty Ratio: 2:1

Scholarships Awarded Each Year: \$4.5 million

Students Receiving Aid: 97%

Average Aid Received by Each Student: 40%

Partnerships: 40

## Longy's Mission

Longy School of Music of Bard College prepares musicians to make a difference in the world. Longy is a degree-granting conservatory in Cambridge, MA with an additional campus in Los Angeles, CA. We offer a full spectrum of performance, composition, and teaching programs, including a new Master of Music in Music Education (Cambridge) and a Master of Arts in Teaching (Los Angeles), the nation's first one-year, El Sistema-inspired degree programs.

We have turned graduate education on its head with our innovative Catalyst Curriculum, which pairs musical excellence with the skills needed to become a professional musician in a rapidly changing musical landscape. At Longy, students discover many paths to make a meaningful life in music. Join us and become the musician the world needs you to be.

We make a school-wide commitment to:

- 1) Uphold uncompromising standards of musical excellence
- 2) Provide an expert faculty for all of our students
- 3) Offer programs which provide our students with opportunities to engage with the world in new ways
- 4) Help each student realize his or her individual potential

We value:

- The transformational power of music
- The joy of making and sharing music with others
- The art of teaching
- Honest, ongoing assessment
- Respect for the individual
- A diverse and supportive community
- Dynamic interaction with the larger world
- Creative thought and innovation
- The freedom to explore
- Advocacy for our art

## BARD MAT Program

The Bard MAT Program has five single subject areas: Music, English, History, Math and Science. All five programs function under the same requirements and program structure, with student, faculty and staff guidelines that are aligned. Longy School of Music, while a degree granting music conservatory, is a Bard College institution due to the merger in 2012.

# Preconditions Report

## Part Two

### General Institutional Preconditions

General Statement Applicable to all Preconditions for all Educator Preparation Programs Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

**(1) Accreditation and Academic Credit.** The program(s) must be operated by an Institution 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.

Bard College is fully accredited through the Middle States Commission on Higher Education. Please see last official Bard document indicating with the most recent reaffirmation date of June 22<sup>nd</sup>, 2017.

Bard College is accredited to grant both baccalaureate academic credit and post baccalaureate academic credit. Please refer to the [Bard University Catalog](#) and pg. 7 of the Middle States Commission on Higher Education status document.

**Please find evidence supporting the assurance of Precondition 1 in the following documents:**

- a. Middle States Commission on Higher Education reaffirmation document (attached)
- b. [Bard University Catalog](#)

**(2) Enrollment and Completion.** 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:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the degree authorization.

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.

Bard College assures that once a candidate is accepted and enrolls in a Bard educator program, the institution will offer the approved program continuing to meet the adopted standards until the candidate embarks on statements i – iv.

**Please find evidence supporting the assurance of Precondition 2 in the following documents:**

- a. Letter of Assurance Precondition 2\_Enrollment and Completion
- b. Teach Out Plan (Outlined in Letter addressed to student)

**(3) Responsibility and Authority.** To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- (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).
- (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.
- (c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

The **Bard Dean of Teacher Education** (Dr. Derek Furr) provides ongoing oversight of all educator preparation programs offered by Bard College. The Dean of Teacher Education oversees all MAT Programs including the English, History, Science, Math and Music K-12 Single Subject Teaching Credentials. The Bard MAT Program has one director who coordinates and administers the MAT Program in Los Angeles. The Music MAT Program is administered by Bard's Longy School of Music of Bard College Conservatory, with the Dean of Conservatory at Longy collaborating with Dean of Teacher Education at Bard to oversee the Music MAT. The Bard-Longy Music MAT Staff subsequently report to the Dean of Conservatory at Longy, and the Music MAT Director works closely with both the Longy Dean of Conservatory and the Bard Dean of Teacher Education to ensure that all Commission of Teacher Credentialing requirements are met. Further oversight is provided by the Bard Dean of Graduate Studies and Longy's President for the respective programs.

Levels of Authority and Responsibility:

**1) English, History, Science and Math MAT Degrees (Currently Inactive)**

a. Director, California MAT

- Coordinator for English, History, Science and Math
- Reports to Vice President and Dean of Graduate Studies
- Administers the above MAT programs
- Ensures program adheres to all CTC program standards
- Recommends students for credential

b. Staff who reported to Director of MAT Program. California

- Program Administrator
- Ethnic Studies Faculty (shared with Music MAT Program)
- Humanities and STEM Faculty
- Education Faculty (shared with Music MAT Program)
- Credential Analyst (shared with Music MAT Program)

## 2) Music MAT Program, Los Angeles

- a. Dean of Conservatory, Longy School of Music of Bard College
  - Direct Oversight of the Music MAT Program and jointly addresses aspects of accreditation with the Bard Dean of Teacher Education and MAT Music Director.
  
- b. Director of MAT Music Program, Longy School of Music of Bard College
  - Reports to Dean of Conservatory (Longy School of Music of Bard College).
  - Coordinator of Music MAT Program
  - Ensures that the Music MAT program adheres to all CTC program standards
  - Title II Coordinator
  - Accreditation Coordinator: receives all communication from CTC, and activates steps related to ongoing approval for accreditation. Works closely with MAT Director, Dean of Conservatory (Longy) and Bard VP and Dean of Graduate Studies to ensure accreditation remains current and to collaboratively work through any questions that need addressing in relation to accreditation or credentialing processes.
  - Recommends students for K-12 single subject teaching credential
  
- c. Staff reporting to Director of Music MAT Program, Los Angeles
  - i. Credential and Practicum Coordinator (shared with Bard MAT Program)
  - ii. Credential Analyst (shared with Bard MAT Program)
  - iii. Education Faculty (shared with Bard MAT Program)
  - iv. Ethnic Studies Faculty (shared with Bard MAT Program)
  - v. Music Faculty

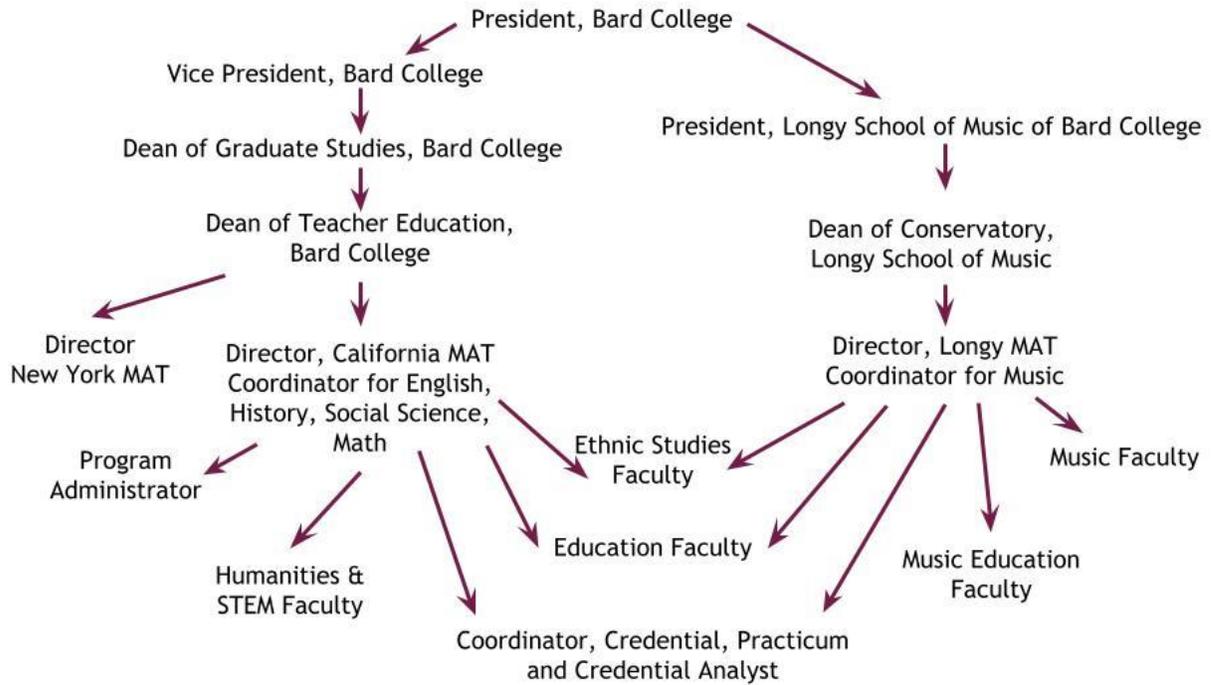
Please note that the Director of the MAT Program, overseen by the VP and Dean of Graduate Studies have responsibilities that include curriculum approval, faculty and student grievances and part-time faculty evaluations.

Credential Recommendations are provided solely by the Director of the Music MAT Los Angeles Director (Monique Van Willingh) who is a current employee of Longy School of Music of Bard College. All duties linked to credentialing and processes leading up to the program recommendation are administered by faculty and staff who are employees of the institution.

**Please find evidence supporting the assurance of Precondition 3 in the following documents:**

- a) Letter of Assurance Precondition 3\_Responsibility and Authority
- b) Bard MAT Organizational Chart with Reporting Structure (pasted below)

## Bard MAT Organizational Chart with Reporting Structure



**Please note:** The Bard MAT English, History, Science and Math Programs are currently in inactive status and are in the teach out phase of the program.

**(4) Lawful Practices.** 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.

### **NOTICE OF NONDISCRIMINATION**

Bard College is committed to ensuring equal access to its educational programs and equal employment without regard to an individual's sex, gender, race, color, national origin, religion, age, disability, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, ex-offender status, or any other characteristic protected by federal, state, or local law. Students, employees, applicants, and other members of Bard College community (including, but not limited to, vendors, visitors, and guests) shall not be subject to discrimination or harassment prohibited by law or otherwise treated adversely based upon a protected characteristic. Similarly, the College will not tolerate harassing, violent, intimidating, or discriminatory conduct by its students, employees, or any other member of, or visitor to, the College community. This includes, without limitation, sexual harassment, sexual assault, sexual violence, dating violence, and domestic violence.

The Bard non-discrimination policy applies to decisions regarding admission, retention or graduation of students and decisions regarding the employment, retention or promotion of employees.

**Please find evidence supporting the assurance of Precondition 4 in the following documents:**

- a) Employment Handbook: Please attached Employee handbook, see Pg. 3 for non-discrimination policy.
- b) Non-discrimination Policy on Website: <https://longy.edu/about/student-resources/student-handbook/>
- c) Student Handbook on Website (Non-discrimination and Harassment Policy: [Student Handbook, See Pg. 25.](#)

- (5) Commission Assurances.** 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.

Bard College assures the Commission on Teacher credentialing that:

- (a) Bard College will fulfill all the applicable standards of program quality and effectiveness that have been adopted by the Commission.
- (b) all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission,
- (c) Bard College (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) Bard College (the approved program sponsor) will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

**Please find evidence supporting the Precondition 5 assurances in the following document:**

- a) Letter of Assurance Precondition 5\_Commission Assurances (Signed by Bard Dean of Teacher Education (Dr. Derek Furr), institutional leadership and unit head.

**(6) Requests for Data.** 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.

Bard College is fully committed to meeting all request and requirements that the Commission on Teacher Credentialing expects of programs with continuing accreditation. The Institutional Head of the MAT Department, the Vice President and Dean of Graduate Studies, has appointed Monique Van Willingham, Director of Music MAT Programs in the role of accreditation coordinator. The Director of the Music MAT Program is 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.

Please note that the Director of the Music MAT Program works collaboratively with the Bard MAT Education Team to respond to all requests from the Commission.

Institutional contact information has been updated annually, with the last CTC information update completed on April 12<sup>th</sup>, 2021.

**Please find evidence supporting the assurance of Precondition 6 in the following documents:**  
Letter of Assurance Precondition 6\_Requests for Data

**(7) Veracity in all Claims and Documentation Submitted.** 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.

Bard College assures the Commission that all statements and documentation submitted in the Preconditions Report to the Commission on Teaching Credentialing is accurate and truthful.

**Please find evidence supporting the assurance of Precondition 7 in the following documents:**

- a) Letter of Assurance Precondition 7\_Veracity of all Claims and Documentation Submitted. This letter is signed by the Dean of Teacher Education, the institutional leadership and unit head of the Bard MAT Department.

**(8) Grievance Process.** 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.

Bard's Longy School of Music Student Grievance Policy:

### STUDENT GRIEVANCE

In an academic community, the resolution of grievances should occur contiguous with the educational process. Longy seeks to help students resolve social problems by inquiry and persuasion rather than judicial procedure. When a dispute occurs, the aggrieved student should first attempt to discuss the problem with the individual who is the source of conflict. If this is not possible or does not succeed, the aggrieved student may seek help from a faculty member, Academic Affairs staff, or the Chief Operating Officer. An aggrieved student may take further action by petitioning the appropriate dean. If the dispute is between students, the Dean of Student Services will investigate; if between a student and a faculty member, the Associate Dean of Academic Affairs or Assistant Dean of Faculty & Curriculum Development will investigate; in disputes between a student and a member of the Student Affairs staff, the Associate Dean of Academic Affairs or Assistant Dean of Faculty & Curriculum Development will investigate; in disputes between a student and any other member of the College staff, the Chief Operating Officer will investigate.

Decisions rendered as described above may be appealed using the following process (note – in the event that the Dean is the subject of the grievance, the Chief Operating Officer will perform all duties assigned to the Dean in the following):

- A letter addressed to the Dean of the Conservatory must be received within 48 hours of the decision to be appealed.
- A Grievance Committee of neutral parties will be appointed including members of the Longy Student Association, department chairs and administrative staff to review the appeal.
- The chair of the Grievance Committee presents a letter of decision to the Dean and sends a copy of the letter to the student and the faculty member or administrator about whom the grievance was made. The committee is not at liberty to discuss the decision with anyone until after the student and faculty member / administrator have been notified.
- The decision of the Grievance Committee may be appealed by the student or the faculty member / administrator to the Dean.
- In the case of such an appeal, or if the Dean considers the decision of the committee to be in error, the Dean shall review the evidence with the President, write a response to the committee, and meet with them to discuss the matter seeking to reach a consensus.

- In such cases, the President, as chief executive officer of the School, has the final decision, subject only to appeal to the Board of Governors, and is the person who formally notifies the student and the faculty member/administrator of the outcome.
- The file of each Grievance Committee hearing, any evidence brought to the committee, and the written decision of the committee, is kept in the Academic Affairs Office as a permanent record.

*This policy is subject to change and revision during the year upon approval of faculty, students, and administration.*

## HEARINGS OF COMPLAINTS

The Grievance Committee is a last resort for complaints by students against teachers or administrators. For that reason, students contemplating such complaints should first exhaust other legitimate avenues of redress and then seek information about procedure and informal advice from members of the committee before filing a formal written complaint with the committee.

### Procedures for Appealing Grade Decisions

In appealing a grade decision, the following procedures should be undertaken by a student before he or she brings a complaint to the Grievance Committee:

- The student appeals the grade to the faculty member.
- If not satisfied, the student appeals to the department chair.
- If not satisfied, the student appeals to the Conservatory Academic Council.
- If not satisfied, the student appeals in writing, outlining the reasons for the appeal, to the Grievance Committee. The student must present proof of prejudice or capricious academic evaluation by the faculty member. Otherwise the committee has no obligation to hear the case.
- The Committee will meet with the student and faculty member concerned and reach its decision. This decision is binding and is transmitted in writing to the Dean of the Conservatory.
- The Dean of the Conservatory formally notifies the student and the faculty member of the outcome. This policy is subject to change and revision during the year.

**Please find evidence supporting the assurance of Precondition 4 in the following documents:**

- a) Longy Policies and Information Document (Student Handbook) on Website: [https://longy.edu/wp-content/uploads/2020/10/Student\\_Handbook20-21.pdf](https://longy.edu/wp-content/uploads/2020/10/Student_Handbook20-21.pdf).
- b) When navigating the website, this can be found at <https://longy.edu/> under “student resources” (<https://longy.edu/about/student-resources/>), then “student handbook” (<https://longy.edu/about/student-resources/student-handbook/>) and is the document entitled “Information and Policies Student Handbook”.
- c) Student Handbook, Longy Policies and Information on Website (Non-discrimination and Harassment Policy): [Student Handbook, See Pg. 27 - 40 Student Grievance Policy](#)

- (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)

Bard College assures that all faculty and instructional personnel employed by the university who regularly teach one or more courses in the Bard educator preparation program leading to a credential actively participate in the public school system at least once every three years, appropriate to their credential. Public school participation include district leadership administration roles, professional development and training, field supervision, organizing or participating in summer K-12 educational opportunities.

- Steve Venz: District VAPA Coordinator & Supervision
- Lauren Shelton: District VAPA Coordinator & Supervision
- Dr. Ndindi Kitonga: Professional Development & Training; Organizing or participating in summer K-12 educational opportunities
- Dr. David Cubek: Professional Development & Training, participates in learning opportunities for K-12 students
- Miriam Singer: Public School Administration Leadership
- Dr. Andrea Quaid: Professional Development and Training, Organizing or Participating in Summer K-12 Educational Opportunities
- Akhanaton Cacao: Professional Development & Training
- Chris Williams: Professional Development & Training
- Benjamin Finley: Professional Development & Training
- Dr. Loralie Heagy: Public School Administration and Teacher
- Hillary Harder: Professional Development and Training, Organizing or Participating in Summer K-12 Educational Opportunities
- Jacqueline DesRosier: Professional Development and Training, Organizing or Participating in Summer K-12 Educational Opportunities
- Emily Kubitskey: Professional Development and Training, Organizing or Participating in Summer K-12 Educational Opportunities
- Jamie Hillman: Professional Development and Training
- Cameron Moten: Public School Teacher
- Michal Shein: Public/Charter School Teacher & Professional Development and Training
- Carol Adee: Professional Development and Training, Organizing or Participating in Summer K-12 Educational Opportunities
- Ben Ede: In-school Music Teacher & Organizing or Participating in Summer K-12 Educational Opportunities
- Carolyn Lechusza-Aquillo: Professional Development and Training
- Gabrielle Molina: Professional Development and Training, Supervision
- Brittney Rodriguez: Professional Development & Training, Developing public school partnerships, supervision
- Monique Van Willingh: Professional Development & Training, Developing public school partnerships.

- (10) **Faculty Communication and Information.** 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.

Bard provides easily accessible and accurate information to the public, prospective educators, and enrolled candidates about requirements for admissions and successful completion of the MAT educator preparation programs.

Please note that all requirements below for admissions and successful completion apply to all BARD MAT Program single subject areas which include Music, English, Science, Math and History.

To locate this message on the website, please visit: <https://longy.edu/admissions/mat/>. Locate paragraph in “Enrolled Students” section under “Teaching Credential Completion Requirements”.

**Please find evidence supporting the assurance of Precondition 10 in the following links:**

- a) [Admissions Home Page](#)
- b) [MAT Admissions Information \(How to apply\)](#): course highlights, faculty, and in addition to admissions information, there is also a link to CTC on this page (additional enrollment requirements).
- c) [Link on MAT website to CTC](#)
- d) [Instructions for International Students](#)
- e) [Information for Admitted Students](#)
- f) [Cost of attendance and Additional MAT Fees](#)
- g) [Teaching Credential Requirements \(for Enrolled Students\)](#)

- (11) **Student Records Management, Access, and Security.** 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.

### **Student Records Management, Access, and Security**

Bard College candidates and graduates have access to verification documentation and transcripts through the registrars' office. Upon graduation, all MAT graduates are electronically sent their transcript, grades and GPA scores. Grades and GPA scores are sent out on a quarterly basis to track student progress.

- (a) All MAT specific permanent records in paper format are kept in a locked file cabinet at the Bard MAT location: 2701 Wilshire Blvd, Suite 100, Los Angeles, 90057.
- (b) The admissions office stores all online student records pertaining to admissions on a secure platform (Slate), and the office of the student registrar uses Banner as the platform to store information about coursework completion, credits, grades and student records. All paper documents are stored in a locked file cabinet and are not open to the public.

Documentation linked to completion requirements for graduation and credential recommendations are overseen by the MAT Director and credential analyst. Online documentation is kept safe on the staff drive (a secure and closely monitored server) that only the MAT Director and Dean of Conservatory have access to. Documentation in paper form is kept in a locked file cabinet in a secured room that is not accessible to the public, at the main MAT location of 2701 Wilshire Blvd, Suite 100, Los Angeles, 90057.

**Please find evidence supporting Precondition 11 in the following letter of assurance (attached):**

- a) Letter of Assurance Precondition 11\_Student Records, Management, Access and Security.
- b) Example of credential requirements tracking (attached)

**(12) Disclosure.** 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.

The Bard MAT Program partners with **Heart of Los Angeles (HOLA)** (<https://www.heartofla.org/partners/>) for campus space and resources. HOLA does not provide direct educational services to the Bard Program.

# Part Three

## Program Specific Preliminary Single Subject Preconditions

### BARD MAT Credential Programs

Please note that the BARD Music MAT Program will be the only BARD Los Angeles MAT Program offering the K-12 single subject teaching credential in the 2020-21 academic year.

The BARD English/Social Studies MAT did not admit students into a program offering a teaching credential in 2019-20 and adopted an inactive status in December 2020.

**(1) Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b) (3).

#### *Clarification of Program Precondition 1*

*Individually Prescribed Courses.* Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program.

### **Limitation on Program Length**

The Master of Arts in Teaching Program is a cohort-based graduate degree where students receive their master's degree and a K-12 single subject music teaching credential in one year. The MAT program runs from August 17<sup>th</sup>, 2020 – July 31<sup>st</sup>, 2021 and students are required to complete all coursework and degree requirements within the annual timeframe. The students are all enrolled as full-time candidates, and complete coursework, fieldwork, their credential-related requirements and a final classroom/community and research projects. The academic year is divided into 4 quarters consisting of 10 weeks per quarter. The MAT requires that students complete 63 credits and attain a GPA of 3.0 in order to graduate at the end of the year.

**Please find evidence supporting program-specific Precondition 1 in the following letter of assurance (attached):**

- a) MAT Annual Course Schedule and Timeline: Music (attached)  
Bard MAT Program of Study 2019-20: Music (attached)  
Bard MAT Program of Study 2020-21: Music Covid-19 Virtual Schedule (attached)
- b) BARD MAT Annual Course Schedule: Humanities and Sciences (attached)

**(2) Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. Reference: Education Code Section 44320 (a).

### *Clarification of Program Precondition 2*

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

### **Limitation on Student Teaching Prerequisites**

The Bard single subject K-12 teaching credential program begins in the summer, with candidates taking 15 quarter units (10 semester units). The summer coursework includes Language, Literacy and Learning (ED 524). Practicum experiences begin during the school academic year in the Fall.

Summer Music MAT coursework is as follows (units are quarter units):

ED 524	Language, Literacy and Learning	3 units
ED 512	Identity, Culture, and the Classroom	3 units
ED 515	Teaching as Clinical Practice I	3 units
MU 512	Creating Music I	3 units
MU 518	Music Research Performance Project I	2 units
MU 601	MAT Chamber Orchestra (MATCO)	1 unit

Summer Humanities and Sciences MAT coursework (Inactive Status):

ED 524	Language, Literacy and Learning	3 units
ED 512	Identity, Culture, and the Classroom	3 units
ED 515	Teaching as Clinical Practice I	3 units
HUM 523	Arts, Education, Activism and the Making of Modern Los Angeles	3 units
HUM 518	Humanities and Sciences Community Project	3 units
ED 518	Research Methods Seminar	3 units

Candidates engage in observations during the summer as soon as related MAT requirements are met.

**Please find evidence supporting program-specific Precondition 2 in the following letter of assurance (attached):**

- a) MAT Annual Course Schedule and Timeline: Music (attached)
- b) BARD MAT Annual Course Schedule: Humanities and Sciences (Attached)
- c) BARD MAT Student Teaching Music, Humanities and Sciences Handbook: pg. 3 (Student Teaching Requirements)

**(3) English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.

### **English Language Skills**

In the Bard MAT single subject program, candidates take a course called Language, Literacy and Learning (ED 524). This course is designed to introduce, develop and practice the skills and knowledge to teach English language skills, including reading.

Goals of the ED 524 course are as follows:

1. Analyze strategies to incorporate literacy instruction into a music classroom to reinforce student learning and understanding.
2. Explore how students acquire language and literacy in various environments (home, school, community, etc.).
3. Analyze and understand how to address the instructional needs of students identified as English Learners (ELs), Long-Term English Learners (LTELs) or English Only (EOs) students as well as students with disabilities by incorporating targeted instructional strategies and assessments.
4. Learn how to develop and deliver integrated lessons, incorporating music and English Language Arts (ELA) instruction, to strengthen student academic achievement.

**Please find evidence supporting program-specific Precondition 3 in the following letter of assurance (attached):**

- a) 2017-18\_ED 524\_Language, Literacy and Learning Syllabus (Music) and 2019\_ED 524\_Language, Literacy and Learning Syllabus (Music)
- b) 2017-18\_ED 524\_Language, Literacy and Learning Syllabus (Humanities and Sciences)

**(4) Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: Education Code Section 44320 (a).

Clarification of Program Precondition 4: Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

Bard College is a private institution therefore this precondition is not applicable. Please see <https://www.bard.edu/about/>

**(5) Program Admission.** The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- (a) The candidate provides evidence of having passed the appropriate subject matter examination(s).
- (b) The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- (c) The candidate provides evidence of registration for the next scheduled examination.
- (d) The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- (e) The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- (f) The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

The Bard MAT Program admits candidates who show evidence of meeting one of the above criteria a, b, c, e, or f, with most candidates meeting requirement e (providing evidence of continuous progress toward meeting the subject matter requirement). Candidates are only permitted to enter student teaching once full subject matter competency is demonstrated.

**Please find evidence supporting program-specific Precondition 3 in the following letter of assurance (attached):**

- a) Letter of Assurance: Program-specific Precondition 5\_Program Admissions for Music, Humanities and Sciences (attached)

**(6) Subject Matter Proficiency.** The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. Reference: Education Code Sections 44259 (b) (5).

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Candidates are only permitted to be given daily whole class instructional responsibilities in a K-12 school once they have demonstrated 100% subject matter competency. Candidates complete the MAT relevant coursework as preparation, provide evidence of test scores, as well as send in all required documentation for student teaching as outlined by the Commission and the school district.

**Please find evidence supporting program-specific Precondition 6 in the following letter of assurance (attached):**

Letter of Assurance: Program-specific Precondition 6\_Subject Matter Proficiency

Further Evidence:

- a) BARD MAT Student Teaching Music, Humanities and Sciences Handbook: pg. 3 (Student Teaching Requirements)
- b) BARD Music MAT Credential Timeline Overview & Cost of Acquiring Credential Timeline (Attached)
- c) BARD Humanities and Sciences MAT Credential Timeline Overview (Attached)

**(7) Completion of Requirements.** A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to:  
Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Bard assures that prior to recommending a candidate for a single subject teaching credential, the following legal requirements are met:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment

Evidence of the above legal requirements are submitted to the credential analyst prior to the recommendation, for evaluation and verification. The candidate is recommended for a K-12 single subject teaching credential if evidence is displayed that all Bard and the Commission on Teacher Credentialing requirements are met.

**Please find evidence supporting program-specific Precondition 6 in the following letter of assurance (attached):**

- a) Credentialing candidates Bard MAT Checklist (Music, Humanities and Sciences)