

Competencies Approval Process & Procedure
Adopted 2/24/2026

1. Requesting body discusses the need for the development or revision of *Competencies* and votes on action within the Division Board. Revisions are on a seven-year cycle.
2. After Division Board approval, the requesting body notifies PSPC of the intent to develop or revise *Competencies* and proposes a workgroup of at least 5 content experts on the competencies to be developed. The conceptual background paper without proposed competencies is submitted to PSPC. The conceptual background paper should include (see framework at end of document):
 - a. Introduction: Brief explanation of what competencies are being proposed or revised.
 - b. Rationale: Explain the need and/or demand for competencies in this area. Include appropriate research, context, and other information to support the development and/or re-validation of these Competencies.
 - c. Responsibilities and Roles: Comprehensive description of professionals in this specialty area whose professional preparation would be guided by this specialty set or competencies.
 - d. Reference: Insert reference using APA style.
3. PSPC reviews the conceptual paper and responds to the requesting body providing the PSPC decision within 3 months. This review may occur outside of a formal meeting and by electronic decision.
4. After PSPC approval, the requesting body notifies the Division Workgroup to do the following. The steps below help ensure a rich gathering of information and are recommended but not required:
 - a. Develop a survey about competencies needed by professionals in related fields. At minimum, the survey should include the following:
 - i. What are the critical aspects of what a beginning [fill in exact field name] professional should know and be able to do?
 - ii. What competencies do you believe are most critical for success in [fill in exact field] today?
 - iii. What knowledge, skills, and dispositions do you feel are crucial but are currently missing, either in your own professional toolkit or within the broader [fill in exact field name] community?
 - iv. What emerging competencies or new knowledge, skills, and dispositions will be needed to keep pace with [fill in exact field name] trends and future challenges over the next 3-5 years?
 - b. Distribute the survey to practitioners (within and external to CEC), related external organizations, and content experts.

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- c. Discuss survey results or the proposed competencies at content-related conferences, webinars, and/or community conversations and collect feedback from participants.
 - d. Develop or revise proposed competencies based upon survey and conference session feedback. Below are two examples:
 Para-educator competencies: <https://exceptionalchildren.org/paraeducators/core-competencies-special-education-paraeducators> and
 Transition competencies: <https://exceptionalchildren.org/standards/competencies/core-competencies-transitions-specialists?srsId=AfmBOoqLniU1AoZtYuSfVAt9vGDr2dVaikGOj9RFaXaUYflTOJH-DVGZ>
5. Submit the conceptual background paper including the proposed competencies to PSPC Chair and CEC Liaison.
 6. PSPC Chair and Liaison send the report and proposed competencies to the Knowledge and Skills Committee for review and feedback.
 7. Knowledge and Skills Committee reviews and recommend revisions.
 8. Knowledge and Skills Committee sends their feedback to the Division Workgroup to consider and revise. Knowledge and Skills Committee also notifies the PSPC that the proposed competencies have been returned to the Division Workgroup for review of recommendations.
 9. After the Division Workgroup considers recommendations from the Knowledge and Skills Committee, they return the report and revised competencies to Knowledge and Skills Committee for a final review and recommendation.
 10. Knowledge and Skills Committee brings the report and proposed competencies and their recommendation to the PSPC.
 11. PSPC reviews the proposed competencies and votes. If not approved, the proposed competencies are returned to the Division Workgroup with additional feedback from PSPC (return to step #9).
 12. If approved, the Division Workgroup is notified of approval, and the competencies go to CEC to be placed on the website and/or in CEC publications.
 13. The competencies, minutes, and a drafted motion to approve are submitted to the Board of Directors.

A Suggested Timeline	
Step 1	By year 5 of 7 year cycle
Step 2	Year 5 of 7 year cycle
Step 3	Within 3 months of Step 2
Step 4	Years 5-6 of 7 year cycle
Step 5	Year 6
Steps 6-11	Year 6
Steps 12-13	Year 7

Recommended format for conceptual background paper:

Conceptual Background Paper for [name of competencies]

Introduction

The Competencies Workgroup is working through/with [name of Division] to develop and validate professional competencies for [name the competency area].

[Brief paragraph about what competencies are being proposed and why.]

In this validation study, the workgroup intends to identify the competencies essential to safe and effective practice, along with documenting the literature supporting each competency for the special education [name of competencies]

1. Division(s)	
2. Workgroup Chair & Email	
3. PSPC Development Approval Date	
4. Assign KSC Review Date	
5. KSC Return to Workgroup Date	
6. KSC Final Review Date	
7. PSPC Approval Date	

Rationale for Competencies for [insert competencies working title]

[Rationale for need and/or demand for competencies in this area. Include appropriate research, context, and other information to support the development and/or re-validation of these competencies]

Responsibilities and Roles

[Comprehensive description of professionals in this specialty area whose professional preparation would be guided by this specialty competency set.]

References

[Insert references using APA style]

Credentials of workgroup members (provide names, emails, degrees, professional area/positions, and CEC membership numbers).

Competencies

[Insert competencies]