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Action

Professional Services Committee

Program Approval and Initial Institutional Approval

Executive Summary: This agenda item presents two prospective program sponsors for initial institutional approval and five single subject matter programs for Commission approval.

Recommended Action: That the Commission approve the two applications for initial institutional approval as well as the single subject matter programs described in this agenda item.

Presenters: Helen Hawley, Consultant and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

November 2007

Program Approval and Initial Institutional Approval

Introduction

This agenda item is organized in two parts. The first section presents two prospective program sponsors for initial institutional approval and the second section presents five single subject matter programs submitted by institutions of higher education for single subject matter program approval.

Background

I. Initial Institutional Approval

Prior to 1995, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the preconditions and standards of the Commission on Teacher Credentialing. If the institution was accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more educator preparation programs.

With the adoption of the *Accreditation Framework* in 1995, the Commission made a distinction between “initial approval of institutions” and “initial approval of programs,” as described below.

Policies for Initial Approval of Institutions

Pursuant to California Education Code, the Commission has the authority to determine the eligibility of institutions to offer educator preparation programs and to recommend issuance of credentials to candidates completing programs of preparation. This authority also applies to other program sponsors such as school districts, who were made eligible to sponsor professional educator preparation programs through subsequent legislation.

Education Code Section 44227 (a) – The Commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the Commission, to recommend to the Commission the issuance of credentials to persons who have successfully completed those programs.

Education Code Section 44372 – The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

- (c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

Adopted Procedures for Initial Institutional Approval and Initial Program Approval

An institution that wishes to offer a credential program in California and that has not previously been declared eligible to offer a credential preparation program must undergo a two stage initial approval process: 1) initial institutional approval, and 2) initial approval of programs as described below. The steps in the Commission's accreditation system were described in the Study Session presented to the Commission in June 2005. The agenda item may be found at: (<http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6A.pdf>).

- 1) **Initial Institutional Approval:** The institution (program sponsor) that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial institutional approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The application is reviewed for compliance with the appropriate preconditions (regional accreditation [or governing board approval], identification of position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.). Once compliance has been established, the application is brought before the Commission for *initial institutional approval*. This stage determines only an institution's *eligibility* to offer an approved program.
- 2) **Initial Approval of Programs:** Once the Commission acts favorably on institutional approval, the *program* proposal is forwarded to the Committee on Accreditation for action. The program sponsor is required to respond to the appropriate credential program standards for each program the institution wishes to offer. These responses are reviewed by a panel of expert advisors, or in some cases, Commission staff, to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended by the Committee on Accreditation for *initial program approval*.

Once granted initial program approval, the institution is given authority to begin the program and will then come under the Commission's continuing accreditation procedures.

Request for Initial Institutional Approval

Antioch University received initial institutional approval from the Commission on May 27, 1999 as part of the out-of-state accreditation pilot study. On June 22, 2007 the Western Association of Schools and Colleges (WASC) recognized Antioch University Santa Barbara and Antioch University Los Angeles as two separate entities. Therefore, this agenda item now requests Commission action to approve each campus as an individual educator preparation institution.

Antioch University's first president, Horace Mann, was considered the architect of public education in the United States. As an institution, Antioch has always been committed to K-12 public education. Because teacher education at Antioch is highly valued, the University supports its teacher education programs on par with other graduate programs.

The cornerstone of Antioch University's educational philosophy is a tripartite model of academic excellence, experiential learning, and social engagement. Throughout its history, Antioch has engaged students in a critical exploration of values, fostered concern for social issues, and encouraged students to act for social justice. This model is reflected in the design, mission, and objectives of the Master of Arts in Education and Teacher Credentialing (MAE/TC) Program at Antioch University, which sees teaching as a way to effect social change.

Antioch University Los Angeles

Antioch University Los Angeles (AULA) is an independent campus within the Antioch University system, which consists of six campuses in 5 states. The campus serves approximately 800 students. AULA's Education Program maintains two credential preparation programs (Multiple Subject and Education Specialist Level I Mild/Moderate). The program's mission and vision are consistent with the University's highly successful and long-standing teacher preparation programs at its other campuses in Ohio, New Hampshire, Santa Barbara, and Washington.

Antioch University Santa Barbara

Antioch University Santa Barbara (AUSB) is an independent campus within the Antioch University system, which consists of six campuses in 5 states. The campus serves a total of approximately 350 students. AUSB's Department of Education maintains two credential preparation programs (Multiple Subject and Education Specialist Level I Mild/Moderate). The program's mission and vision are consistent with the University's highly successful and long-standing teacher preparation programs at its other campuses in Ohio, New Hampshire, Los Angeles, and Washington.

Antioch University Los Angeles and Antioch University Santa Barbara have each submitted a complete response to the Commission's Preconditions and Common Standards. The responses to the preconditions and standards were reviewed by Commission staff and were determined to be appropriate for this first level of review. Commission action to grant initial approval will award initial institutional approval to the two universities and allow each to offer educator preparation programs.

II. Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination as to whether the program meets the standards common to all subject matter programs and the subject specific subject matter standards. The subject specific subject matter standards are closely aligned to the K-12 academic standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, in some cases they are completed concurrently with teacher preparation programs.

Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review –The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission’s adopted subject matter program standards, the program is recommended to the Commission for approval.
4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission’s subject matter requirement and are not required to take the subject matter examination (CSET). This report presents three single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval.

Summary Information on the Single Subject Matter Programs

University of California, Los Angeles: Mathematics

The Mathematics Subject Matter Preparation Program at University of California, Los Angeles strives to produce well-prepared and highly qualified teacher candidates for teaching in California, filling a critical need for math teachers and leading in mathematics education. Through the program's curriculum, students acquire a deep understanding of the mathematics that is taught in middle and high schools based on the California's K-12 mathematics standards and framework. Candidates are required to achieve the following outcomes by the end of the program:

- Candidates will have a strong understanding of the connection between the K-12 math curriculum and the advanced curriculum of the university program;
- Candidates will develop mathematical literacy and the critical thinking skills to reason about mathematical problems and concepts as life-long learners and teachers of mathematics;
- Candidates will understand the role of technology and be able to apply it to enhance their students' understanding of mathematics;
- Candidates will be able to relate the development of mathematics to understanding the physical world;
- Candidates will develop confidence, enthusiasm and a positive attitude toward teaching and learning mathematics.

The program seeks to introduce candidates to learning theory, various instructional methods for mathematics, and approaches that address the needs of all kinds of learners. A related goal of the program is to ensure that graduates have a view of what is necessary to maximize the potential of students of diverse populations. They will know how the K-12 school mathematics curriculum articulates from elementary through secondary school. Candidates will achieve these goals and outcomes through completion of 87 quarter units of mathematics course work which also constitute a major in Mathematics for Teaching.

University of California, San Diego: Mathematics

The Mathematics Subject Matter Preparation Program at the University of California, San Diego consists of at least 48 quarter units of coursework in mathematics and related subjects that are commonly taught in California public schools and a minimum of 22 quarter units of coursework that provide breadth and perspective to supplement the essential core of the program. Students must also complete a baccalaureate major in mathematics (or closely related discipline) to complete the UCSD subject matter preparation program.

The basic core of the program's coursework includes the content that is prescribed in Mathematics Content Standards for California Public Schools (K-12) and the Mathematics Framework. The program includes coursework in functions, first and second year calculus (20 quarter units), geometry, number theory, linear and abstract algebra, statistics and probability, and the history of mathematics. The program also focuses on mathematical reasoning, communication and connections among mathematical domains and problem solving. Various courses focus on the extensive use of technology in mathematics. The program's learning outcomes include:

- Use problem solving approaches to investigate and understand mathematical content;
- Apply integrated mathematical problem-solving strategies to solve problems from within and outside mathematics;
- Generalize solutions and strategies to new problem situations;
- Discuss mathematical ideas and make conjectures and convincing arguments;
- Recognize and apply deductive and inductive reasoning;
- Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs;
- Recognize equivalent representations of the same concept;
- Use a mathematical idea to further understanding of other mathematical ideas;
- Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, psychology, science and business;
- Value the role of mathematics in our culture and society.

California State University, Stanislaus: English

The CSU, Stanislaus Single-Subject Matter Program in English is designed to prepare English teachers in an academically rigorous program that meets the many and varied academic needs of secondary English teachers in California based on the California English Language Arts Standards. These needs are consistent with the candidate outcomes for the program:

- Relate the historical periods of British and American literature to the current use of the English language;
- Relate language to human development, particularly the structure of English;
- Demonstrate knowledge of language acquisition theory and language development skills;
- Recognize the different rhetorical and literary power of various literary genre;
- Use tools of literary scholarship including formalism and close reading, historical criticism and post-structural methods of examining texts;
- Contextualize literature within cultural experiences to define human differences and similarities;
- Use writing to explore experience and imagination in a variety of rhetorical forms;
- Integrate the skills of reading, writing, speaking, and listening into a holistic understanding of human language production and manipulation;
- Develop basic skills in the language-related disciplines of theater, speech, communications and journalism.

The program provides both breadth and depth of study across 65 units of lower and upper division English and related course work to complete the program. The curriculum provides candidates with a series of experiences with both traditional and multi-cultural themes in literature. Candidates also complete a series of three language theory and linguistic courses to ensure that they have the necessary foundations to advance their students' literacy.

California State University, Long Beach: Latin

The mission of the CSULB Subject Matter Program in Latin is to teach Latin to future high school Latin teachers. To accomplish its goal of preparing teachers, the program is designed to provide greater understanding of the classical world through study of the Latin language, culture, literature, architecture, music and the arts. This knowledge is imparted to serve and connect with the diverse and unique language and cultural backgrounds of CSULB's students. In particular,

Latin majors receive professional preparation to embark on a career in the teaching of Latin in the public schools aligned to the K-12 California Framework. The CSULB Latin Subject Matter Program has been articulated with the Standards for Classical Language Learning developed jointly by the American Classical League and the American Philological Association, and the regional classical associations, to provide continuity in the teaching and learning of subject matter content. These standards are aligned with a companion document, Standards for Foreign Language Learning: Preparing for the 21st Century (National Standards in Foreign Language Project, 1996).

In keeping with the mission the CSULB Latin program requires 37 upper division semester units of Latin language and literature courses. Students are required to write lesson plans and units in response to framework-aligned academic knowledge and content specific instructional practices, with students guided to create framework-aligned benchmarks (standards-based outcomes), and scenarios with the components of the Language Learning Continuum (functions, contexts, content, text-types and expectations for accuracy). Those framework-aligned components include: objectives, exploratory activities, listening/reading selections, analysis/discovery of grammar, meaningful and personalized guided practice, integrative application and extension, and evaluation. A Latin teacher trained by the CSULB Latin Program will be able to manage a language curriculum based on:

- communication skills in spoken and written Latin;
- cultural knowledge of the classical world and its people, including history, literature, and social norms;
- the study of the language system within its cultural context;
- activities that promote the development of proficiency and critical thinking skills;
- successful language learning strategies;
- interesting and challenging topics from other subject areas; and
- the use of new technologies to facilitate language functions.

California State University, Long Beach: Italian

The mission of the CSULB Subject Matter Program in Italian is to teach Italian to future high school Italian teachers. To accomplish its goal of preparing teachers, the program is designed to provide greater understanding of the Italian world through study of the Italian language, culture, literature, film, music and the arts. This knowledge is imparted to serve and connect with the diverse and unique language and cultural backgrounds of CSULB's students. In particular, Italian majors receive professional preparation to embark on a career in the teaching of Italian in the public schools aligned to the K-12 California Framework. The CSULB Italian subject matter program has been articulated with K-12 standards for the study of languages other than English to provide continuity in the teaching and learning of subject matter content.

In keeping with the mission the CSULB Italian program requires 33 upper division semester units of Italian language and literature courses as well as 16 units of a second foreign language which provides additional rigor to candidates' language skills. Students are required to write lesson plans and units in response to framework-aligned academic knowledge and content specific instructional practices, with students guided to create framework-aligned benchmarks (standards-based outcomes), and scenarios with the components of the Language Learning Continuum (functions, contexts, content, text-types and expectations for accuracy). Those

framework-aligned components include: objectives, exploratory activities, listening/reading selections, analysis/discovery of grammar, meaningful and personalized guided practice, integrative application and extension, and evaluation. An Italian teacher trained by the CSULB Italian Program will be able to teach a language curriculum based on:

- communication skills in spoken and written Italian;
- cultural knowledge of Italy and its people, including history, migrations, literature, and social norms;
- the study of the language system within its cultural context;
- activities that promote the development of proficiency and critical thinking skills;
- successful language learning strategies;
- interesting and challenging topics from other subject areas; and
- the use of new technologies to facilitate language functions.

Recommendations

Based upon a determination by a review panel that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following:

Initial Institutional Approval

Antioch University Los Angeles

Antioch University Santa Barbara

Single Subject Matter Programs

University of California, Los Angeles: Mathematics

University of California, San Diego: Mathematics

California State University, Stanislaus: English

California State University, Long Beach: Latin

California State University, Long Beach: Italian