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# 3B

## Action

### *Professional Services Committee*

### **Program and Institutional Approval**

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**Executive Summary:** This agenda item presents three single subject matter programs and three induction programs for approval. In addition, it presents one program sponsor for initial institutional approval and recommends the withdrawal of institutional approval for one program sponsor.

**Recommended Action:** That the Commission approve the three single subject matter programs, the three induction programs, and the one prospective program sponsor for institutional approval. In addition, staff recommends that the Commission withdraw institutional approval for another institution.

**Presenter:** Jo Birdsell, Consultant; Helen Hawley, Consultant; Karen Sacramento, Consultant; and Lawrence Birch, Director, 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

June 2008



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# Program and Institutional Approval

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## **Introduction**

This agenda item presents three single subject matter programs submitted by institutions of higher education for single subject matter program approval and three induction programs submitted by local education agencies for induction program approval. The item also presents one prospective program sponsor for initial institutional approval and recommends the withdrawal of institutional approval for another program sponsor.

## **I. 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 content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, they may be 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](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)) by the appropriate review panel and are recommended to the Commission for approval. These three are:

California State University, San Marcos:	Mathematics
California State University, Los Angeles:	Art
California State University, Los Angeles:	Languages Other Than English: Spanish

### **Summary Information on the Single Subject Matter Programs**

#### California State University, San Marcos: Mathematics

The Single Subject Matter Program (SSMP) in Mathematics at California State University San Marcos provides credential candidates with the mathematical training required to become successful secondary school teachers. The program is grounded in the belief that an effective teacher of mathematics possesses a solid understanding of Mathematics, enjoys the subject material, and can communicate mathematical concepts with clarity. To achieve this, the program provides students with a sequence of courses that encourages them to move from a mastery of skills and knowledge to a deep understanding of the mathematical ideas behind most of the material they will be called upon to teach in secondary schools.

A successful candidate of the SSMP program in Mathematics at CSUSM:

1. Has a solid understanding of the mathematics in the domains of Algebra, Geometry; Number Theory, Probability and Statistics, Calculus, and History of Mathematics;
2. Has been exposed to mathematics in the K-12 classroom setting;
3. Can read mathematics with understanding and communicate mathematical ideas with clarity and coherence;
4. Can reason logically to conclusions and can use, construct, and communicate various forms of logical argument;
5. Can solve problems using mathematical models, computational techniques, and technology; and
6. Is aware of the connections among mathematical ideas and between mathematics and other disciplines.

The curriculum in the proposed program is appropriate for Mathematics teachers in California schools and is built on the state adopted Academic Content Standards for K-12 students. The proposed program exposes prospective teachers to a broad spectrum of Mathematics courses so that they will have the background necessary to teach their students the mathematical skills demanded by an increasingly technological and mathematical world. The required courses provide a balance between theory and application in an academically rigorous and intellectually challenging way. Students in the program master a body of mathematical knowledge that is broader and deeper than the scope of content that they will be called upon to teach, establishing a strong foundation in Mathematics on which they can continue to develop during their professional careers as teachers. The program fosters students into Mathematics teacher who:

- Enjoy Mathematics, and have an appreciation for its beauty and utility;
- Communicate mathematical ideas well;
- Possess a knowledge and understanding of Mathematics deeper than what they teach;
- Appreciate the connections between high school Mathematics and higher Mathematics;
- Understand the interrelation between the various branches of Mathematics and their applications, for example, in the sciences;
- Can organize and analyze information and use it to solve problems; and
- Enthusiastically teach Mathematics to students of all backgrounds using the appropriate methods and technologies.

#### California State University, Los Angeles: Art

The philosophy of the subject matter preparation program for the Single Subject Teaching Credential in Art at CSULA reflects and builds on the state adopted Academic Content Standards for K-12 and the Curriculum Framework in order to produce well-prepared and highly-qualified art teachers in and for the 21<sup>st</sup> Century. Designed with the express purpose of preparing such teachers through breadth and depth experiences with visual art and culture, (including those experiences that occur in the classroom, in the field, and on the internet), the CSULA philosophy and program are founded on certain beliefs about the complex and changing nature of art and its various roles in contributing to pluralistic societies of the past, present, and future. The philosophy and purpose of the subject matter teacher preparation program is to:

- Provide content and opportunities for students to acquire knowledge and appreciation of the historical, cultural, social, and intellectual contexts in the visual arts and in the teaching of visual arts;

- Offer a comprehensive program that develops students' abilities in the visual arts;
- Prepare students for life experiences in art by assisting them in being visually attuned and creatively aware;
- Develop an appreciation of the unique position of art in the Los Angeles area, and engage fully with a diverse population and its rich cultural resources within an urban landscape; and
- Integrate creative uses of technology in art.

The required coursework and/or field work in the program directly address theoretical and practical issues of diversity, equity, technology, literacy, connection and interrelatedness, and child/adolescent development, as well as issues in the core areas of artistic perception, creative expression, aesthetic valuing, and in historical and cultural contexts of visual art. The candidate outcomes are as follows:

1. Students identify major artists, historical periods, and genres in visual art.
2. Students demonstrate an understanding of the multiple traditions, significant histories and heritages in visual art. Students demonstrate familiarity with the societal contexts in which art is created.
3. Students demonstrate an understanding of the creative process through the artistic production of their own ideas and analysis of artwork produced by others.
4. Students demonstrate mastery of fundamental manipulative skills in visual art. Students demonstrate an understanding of various processes and technologies in visual art. Students demonstrate independent thinking, resourcefulness, and the ability to identify and creatively solve visual art problems. Students develop excellence in a specific discipline of visual art.
5. Students demonstrate the ability to make creative, critical, and interpretative judgments in oral and written form about historic and contemporary works of art and film.
6. Students take part in art activities at the University and the larger urban community. Students demonstrate appreciation and life-long recognition of the relevance and significance of the visual arts to their own life and their community. Students demonstrate awareness of contemporary development in the visual arts.
7. Students demonstrate appreciation of the relationship of visual art to the social conscience, are familiar with the social role of the arts in the community.

#### California State University, Los Angeles: Languages Other Than English (Spanish)

The mission of the Subject Matter Preparation Program (SMPP) at California State University, Los Angeles is to offer excellent and innovative educational opportunities to an urban student population that reflects the diversity of the Los Angeles basin. Their goal is to provide every student with the opportunity to learn a language in addition to their primary language. The University fully supports the SMPP in Spanish. The program philosophy is based on mastery of a language, including cultural competencies, understanding of the historical and literary products of the language, the social and linguistic differences among users of the language, and the cultural practices shared by specific groups of speakers of the language. The CSULA SMPP in Spanish strives to develop in its prospective teachers the skills and abilities that they need to:

1. Communicate in a variety of situations, both formal and informal;
2. Use language with ease in a classroom for the benefit of students and in social situations in Spanish-speaking communities;

3. Understand spoken messages on a variety of levels and be able to respond appropriately;
4. Read written Spanish texts ranging from newspapers to literary masterpieces, understanding both the explicit and implicit messages of such texts;
5. Discuss ideas from texts, adding their own interpretations; and
6. Write clearly and correctly in a variety of subjects and genres.

Since no K-12 content standards for languages other than English have been adopted, the SMPP candidates focus on Foreign Language Framework, developing similar skills, although at a higher level appropriate for college level academic studies, including receptive (listening and reading) and productive (speaking and writing) communication skills, cultural knowledge and the nature of language use and structure.

## **II. Recommendation for Approval of Professional Teacher Induction Programs**

### **Background**

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

As a result, the California Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The California Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

### **Induction Program Review Procedures**

Following are the general procedures for the review of new Induction Programs:

1. Technical Assistance - Working together, Commission staff members, California Department of Education staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via e-mail, telephone calls, and conference calls to provide assistance to the program sponsors during the writing process.

2. Program Review - The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division staff, California Department of Education staff, BTSA Induction Cluster Region Directors, and trained external induction program experts. Professional Services staff works with the program during the review period, communicating with them the findings from the review of their program proposals, and providing technical assistance as needed to assist the program as it responds to reviewer feedback and requests for information.

### **Induction Programs Submitted for Consideration**

The three proposed programs described in this section have been reviewed by the appropriate review panel and have been deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>). As such, the following programs are recommended to the Commission for approval:

- 1) Envision Schools (Envision) Professional Beginning Teacher Support and Assessment Induction Program;
- 2) Inner City Education Foundation Public Schools (ICEF) Professional Beginning Teacher Support and Assessment Teacher Induction Program; and
- 3) Sanger Unified School District (SUSD) Professional Beginning Teacher Support and Assessment Teacher Induction Program.

***Envision Schools Professional Beginning Teacher Support and Assessment Induction Program.*** This is a single district program serving Envision's four charter high schools. Envision works closely with a number of institutions of higher education, research firms, curriculum projects, community organizations and county offices of education. The most pertinent collaborations that benefit the new teachers in the Envision Professional BTSA Induction Program are with the four chartering school districts of Novato, San Francisco, Oakland, and Hayward; the Cluster Region Two Director's Office; the University of California, Santa Cruz New Teacher Center; Stanford University; and San Francisco State University. The formative assessment system utilized by Envision beginning in the 2008-2009 school year is the University of California, Santa Cruz New Teacher Center's Formative Assessment System (FAS).

During the 2006-2007 and 2007-2008 school years, Envision Schools partnered with the Marin County Office of Education Professional Beginning Teacher Support and Assessment Induction Program to serve beginning teachers. During this time the support providers that worked with new teachers at Envision Schools were trained through the Marin County Office of Education's Professional Beginning Teacher Support and Assessment Induction Program and the Oakland Unified School District Professional Beginning Teacher Support and Assessment Induction Program.

The Envision Schools Professional Beginning Teacher Support and Assessment Induction Program projects to serve approximately 15 new teachers in the 2008-2009 school year.

***Inner City Education Foundation Public Schools Professional Beginning Teacher Support and Assessment Induction Program*** will serve its first cohort of beginning teachers in the 2008-2009 school year. ICEF Public Schools will operate as a single district charter school program with plans to serve approximately 70 teachers in the coming year. ICEF is situated within BTSA Induction Cluster Four in Los Angeles and will operate in 12 schools with approximately 3,000 students for the 2008-2009 school year.

ICEF Public Schools employ a rigorous academic model that prepares all students to attend and compete academically at the top colleges and universities in the nation. The model has proven successful as measured by both the ICEF graduate current college enrollment rate of 96% and also by the school enrollment waiting list which exceeds 6,000 students. Dedicated students, staff, parents and community members all contribute to creating outstanding student focused schools.

The ICEF model stresses collaborative work at all levels, and the ICEF Professional BTSA Induction Program will also foster collaboration with key stakeholders throughout ICEF and the community. The ICEF Professional BTSA Induction Advisory Committee includes ICEF management, site directors, lead support providers, and the university partner, the University of Southern California. Collaboration also occurs regularly between ICEF Professional BTSA Induction staff, human resources, information technology and special education departments. The ICEF Professional BTSA Induction Program will utilize the University of California, Santa Cruz New Teacher Center Formative Assessment System (FAS) to assess new teachers and train support providers in best practice mentoring strategies. ICEF believes that working together coordinates efforts to provide participating teachers a high quality induction experience and allow beginning teachers to receive the support and challenge necessary to meet the credential requirements, excel as professional educators, and have a profound effect on student learning.

***Sanger Unified School District's Professional Beginning Teacher Support and Assessment (BTSA) Induction Program*** is a single district program. The Sanger Unified School District (SUSD) covers approximately 180 square miles in eastern Fresno County. Sanger Unified School District's eastern and southern areas are rich in agriculture while the northern and western portions are largely suburban with some agriculture. Sanger Unified serves approximately 10,100 students and employs approximately 550 teachers. The Sanger Unified School District is a growing district. For the past four years, the District has hired an average of 30-35 new teachers each year who require a BTSA Induction Program in order to receive a Clear Teaching Credential.

The Sanger Unified School District contains nine K-6 elementary schools, one K-8 elementary school, one 6-8 middle school, one 9-12 comprehensive high school, one 9-12 continuation high school, one 7-12 alternative high school, one 7-12 community day school, one K-12 regional charter school, one K-8 environmental charter school and one K-8 academic charter school. Sanger Unified and all of its schools operate on a traditional school year calendar.

Sanger Unified School District has partnered with the Fresno County Office of Education's Professional BTSA Induction Consortium Program for the past twelve years. Sanger Unified School District plans to have its current Year 1 Participating Teachers complete their Year 2

Induction Program with the Fresno County Induction Consortium in 2008-2009. In the 2008-09 school year, the Sanger Unified Professional BTSA Induction Program will serve approximately 30-35 Year 1 Participating Teachers. The school district is committed to teacher induction and supports the Professional BTSA Induction Program by providing leadership personnel, as well as financial support towards the success of its participating teachers. The Sanger Unified Professional BTSA Induction Coordinator will be under the direct supervision of the District's Curriculum and Instruction Staff Development/PAR Coordinator. Sanger Unified will utilize the Formative Assessment for California Teachers (FACT) system, which will guide and inform participating teachers in collaboration with a support provider.

The Sanger Unified School District BTSA Induction Program will coordinate and communicate information with various stakeholder groups. Sanger Unified School District has established partnerships with the following institutes of higher education (IHE): California State University, Fresno; Fresno Pacific University; and National University. Ongoing coordination and communication with preliminary teacher preparation programs will occur at the program's advisory committee meetings and institutions of higher education sponsored articulation meetings. Collaboration also occurs with the statewide BTSA Induction network, which includes other local and statewide BTSA induction programs.

### **III. Recommendation for Initial Institutional Approval**

#### **Background**

In the *Accreditation Framework* there is a distinction between "initial approval of institutions" and "initial approval of programs," as described below.

#### **Policies for Initial Eligibility of Institutions and Accreditation of Programs**

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.

Specifically, Education Code Section 44227 (a) states "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 a teacher education program of the institution if the program meets the standards approved by the Commission."

Further, Education Code Section 44372 (c) states that the powers and duties of the Commission on Teacher Credentialing shall include the following: "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."

Pursuant to the Education Code, the Committee on Accreditation makes decisions about the accreditation of programs. Specifically, Education Code Section 44373 (c) (1-5) outlines the powers and duties of the Committee on Accreditation. Subsections 44373 (1) and (2) reads, “The committee shall do, but shall not be limited to doing all of the following:

- (1) Make decisions about the accreditation of educator preparation. The committee’s decision making process shall be in accordance with the accreditation framework.
- (2) Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the committee.”

### **Adopted Procedures for Initial Institutional Approval and Initial Program Accreditation**

A prospective program sponsor 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 accreditation of programs as described below. The steps in the Commission’s accreditation system are:

- 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 the 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.) and appropriate Common Standards relating to capacity to offer a preparation program. Once the review has been accomplished, a recommendation is brought before the Commission for *initial institutional approval*. This stage determines only an institution’s *eligibility* to offer an approved program.
- 2) **Initial Accreditation 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 to 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.

### **Boston Reed**

Boston Reed, one of the nation’s largest private trainers of workers for allied health careers, has applied for initial institutional approval and, if approved by the Commission, will submit a two

year Guidelines-based Alternative Professional Clear Administrative Services Credential program. This is the only credential program Boston Reed intends to sponsor and their program will be designed primarily for adult school administrators. A review of the application indicates that they have met the requirements for this step and thus are being recommended for initial approval.

Founded in 1991, Boston Reed is incorporated in the state of California as a for-profit corporation. Each year, some 3,500 people enroll in Boston Reed-supported training programs to prepare for such jobs as medical assistants, vocational nurses, phlebotomists and pharmacy technicians. The corporate office is in Napa, CA. Boston Reed programs are in over 120 cities and personnel work from offices throughout northern, central and southern California.

Boston Reed has experience working with leaders in California adult schools since 1998. The great majority of the trainees Boston Reed serves each year are co-enrolled in public education organizations - adult schools and community colleges with whom Boston Reed partners in delivery of training.

In a survey conducted by Boston Reed of adult school administrators, they discovered that this population felt somewhat out of place in more traditional professional administrative services credential programs where the emphasis was on K-12 schools. They concluded that, in many places, administrators of adult education schools act more as CEOs of schools determining community needs and providing classes that not only fit those needs but are fiscally self-sustaining. To help address this need, Boston Reed contacted successful adult school administrators throughout the state to compile a list of mentors who could help guide the two year professional development of new adult school administrators.

The Alternative Guidelines option was created through legislation enacted in 2002 and allows for the establishment of an individualized program focusing on support, mentoring and assistance for the new administrator. Candidates, mentors and the employing agency work together to develop an Individualized Development Plan based upon the candidate's job description, strengths and weaknesses and goals. The plan includes activities and readings to further the candidate's success. Growth is monitored regularly using rubrics based upon the California Professional Standards for Educational Leadership (CAPSELS). A portfolio is compiled and assessed. The portfolio provides the evidence that candidates have met program requirements and can be recommended for the credential.

These alternative program proposals must respond to each of the Guidelines and accompanying expectations, but are not subject to the Preconditions, Common Standards, or Program Standards. Nevertheless, officials at Boston Reed have provided information including mentor resumes and budget information in order to indicate capacity to be able to operate this program. It is a requirement that a program using the Guidelines option be a two-year program.

## **IV. Recommendation for Withdrawal of Institutional Approval for New College**

### **Background**

According to the California Education Code and the *Accreditation Framework*, the Commission has the authority to determine the eligibility of institutions to offer educator preparation programs. If the institution is accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body and if the response to the preconditions and Common Standards is judged to support the capacity to offer programs, the Commission grants initial eligibility. The program documents are then forwarded to the Committee on Accreditation for review and approval of the responses to the program standards. Once that step is completed the COA grants initial program accreditation and the institution may begin to offer the program(s). At that point, the institution is placed in one of the accreditation cohorts and becomes a part of the accreditation system.

### **Withdrawal of Institutional Accreditation**

If in the course of regular accreditation activities, the Committee on Accreditation determines that an accreditation team has found “compelling evidence that the institution has routinely ignored or violated the Common Standards and Program Standards to the level that the competence of the individuals being recommended for credentials is in serious question” the COA may withdraw the accreditation of the institution which removes its authority for operating accredited credential programs. Additionally, if an institution loses its regional accreditation, it is no longer eligible to offer programs or recommend candidates for credentials and the Commission would withdraw its institutional accreditation. In either case, the institution must provide assistance for currently enrolled students to complete their programs or transition to another institution.

### **New College**

On February 26, 2008, the Executive Director of WASC sent a letter to the Acting President of New College informing him that the accreditation of New College would be terminated 30 days from the receipt of the letter. WASC made a provision that specified courses and programs in which students were enrolled as of February 21, 2008 would be able to continue until the end of the Spring term, but not go beyond June 30, 2008. The college was required to develop a “teach out” plan for the semester and submit a plan for transfer of remaining students, including a plan for completing and issuing transcripts and permanently transferring records to another entity. On March 24, 2008, WASC sent another letter to New College indicating that it approved the “teach out” plan. Included in the plan were 18 students in the teaching credential program. These students will complete their teacher preparation programs before the June 30, 2008 deadline when WASC accreditation is completely terminated. (None of the reasons stated by WASC for its action related directly to the quality of the teaching credential program.) Staff has been in contact with New College personnel and confirmed that appropriate provisions have been made for the students.

## **Recommendations**

### **Approvals**

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

#### Single Subject Matter Programs

- California State University, San Marcos: Mathematics
- California State University, Los Angeles: Art
- California State University, Los Angeles: Languages Other Than English: Spanish

#### Induction Programs

- Envision Schools District Professional Beginning Teacher Support and Assessment Induction Program
- Inner City Education Foundation Public Schools Professional Beginning Teacher Support and Assessment Teacher Induction Program
- Sanger Unified School District Professional Beginning Teacher Support and Assessment Teacher Induction Program

#### Initial Institutional Approval

Boston Reed

### **Withdrawal of Initial Institutional Approval**

Based upon the withdrawal of regional accreditation for New College by the Western Association of Schools and Colleges, staff recommends that the Commission withdraw institutional approval for New College teacher preparation programs, effective June 30, 2008.