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Action

Professional Services Committee

Initial Institutional Approval

Executive Summary: This agenda item presents one program sponsor for initial institutional approval by the Commission.

Recommended Action: That the Commission take action to approve the prospective program sponsor as an institution eligible to offer educator preparation in California.

Presenter: 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

August 2010

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Introduction

This agenda item presents one program sponsor for initial institutional approval by the Commission.

Background

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 (such as 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, and agreement to provide information to the Commission). 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 (COA) 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 COA for *initial program approval* and the institution is given authority to begin the program which will then come under the Commission's continuing accreditation procedures.

Currently, agenda items are brought before the Commission when an institution or other sponsor that has not previously been declared eligible to offer educator preparation programs elects to submit a program proposal for approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards, and the appropriate program standards. The materials are 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*. The institution's prospective program(s) must still complete the program review process and the individual program(s) must go before the COA for approval.

Request for Initial Institutional Approval for Humphreys College

Humphreys College has submitted a complete response to the Commission's Preconditions and Common Standards. The responses to the preconditions were reviewed by Commission staff and were determined to be in compliance with the adopted Preconditions. The narrative response to the Common Standards and supporting documentation were reviewed by individuals from the Board of Institutional Reviewers (BIR) and determined to be meet the Common Standards. A brief description of Humphreys College and the planned educator preparation program is provided below:

Humphreys College is a WASC-accredited two-year, four-year, and graduate institution with a main campus in Stockton and a second campus located in Modesto. Currently, Humphreys College grants Associate's and Bachelor's degrees in Accounting, Business Administration, Court Reporting, Legal Office Administration, Early Childhood Education, Liberal Studies, Paralegal Studies, Criminal Justice, and Community Studies. Additionally, a Master of Arts degree in Education is offered, with emphases available in Educational Administration and Early Childhood Education, and a *juris doctorate* degree is offered through the Laurence Drivon School of Law. It is the College's intention to offer the Preliminary Multiple Subject and Single Subject Teaching Credential programs.

The mission of the Humphreys College credential programs is to provide the training and experience necessary to qualify candidates for the California Preliminary Multiple Subject and Single Subject Teaching Credentials, with the Preliminary Multiple Subject Teaching Credential designed to prepare candidates for teaching responsibilities in self-contained classroom settings at the elementary and middle school levels (K-8) with responsibility for instruction in several subject areas, and the Preliminary Single Subject Teaching Credential designed to prepare candidates for teaching responsibilities in the middle and high school levels (7-12) within departmentalized settings and more specialized assignments (K-12). The programs prepare candidates for the challenges and opportunities of teaching California's highly diverse student population and are designed to provide a strong, research-based foundation in both the academic and practical aspects of teaching in multi-ethnic and English-learner classrooms. Integrated coursework and hands-on teaching experiences emphasize effective, result-oriented teaching strategies, differentiated instruction, and the practical, real-world skills necessary to manage classrooms within differing organizational structures (e.g., combination classes and block schedules).

The Mission Statement provides the direction for the programs' courses, teaching, achievement expectations, experiences, scholarship, service, and program accountability. Candidates in the programs will engage, through course content and activities, the theory, research, and best-practices of the teaching profession while becoming informed of the California Standards for the Teaching Profession (CSTP 2009) and the California curriculum frameworks. The programs are designed purposefully to address the challenges and opportunities that a new teacher in California will face by developing high-quality, informed, and prepared classroom leaders.

Commission action to grant initial institutional approval will allow for the completion of the review of the multiple and single subject teacher preparation program proposal. When the program proposal has met all the adopted standards, the Humphreys College program will be forwarded to the Committee on Accreditation for initial program approval.

Recommendation

Based upon a determination by Commission staff and a review panel that the applicant has met all relevant Preconditions and Common Standards, staff recommends that the Commission grant initial institutional approval to the Humphreys College.