

# Report of Program Accreditation Recommendations

June 2011

## Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

## **A. Programs for Approval by the Committee on Accreditation**

### **Program(s) of Professional Preparation for the General Education (M/S S/S) Induction Program California School for the Deaf in Fremont**

For the past three years, the California School for the Deaf in Fremont (CSD) has been researching and writing a proposal for establishing an on-site BTSA proposal. In late April 2011, CSD received final approval from COA for Teachers of the Deaf at CSD to clear their Level I Educational Specialist credentials (Deaf/Hard of Hearing) through a rigorous program of mentoring, study, field work and professional development. In March of 2011, CSD submitted a second BTSA program proposal. The second proposal was written to address the Induction Standards and allow CSD’s teachers to clear their Single or Multiple Subject credentials. This proposal recently received initial approval from IPR. Pending formal approval from COA, Teachers of the Deaf at CSD will now be able to clear both their Educational Specialist and Single or Multiple Subject credentials, either simultaneously or sequentially. CSD’s BTSA Induction program is based upon the FACT system and specifically tailored to meet the professional needs of teachers of the Deaf. Several years ago, the teacher specialists in the Curriculum and Media Department at CSD established an informal New Teacher Mentoring program that proved to be a successful tool for supporting and retaining new teachers. The addition of a formal BTSA Induction program is built upon the foundations of this program, with the goal of integrating and expanding upon efforts to provide new teachers with the opportunity to develop into reflective practitioners, grow professionally and clear their credentials through a carefully crafted Individual Induction Program designed to meet each teacher’s needs.