

# Report of Program Accreditation Recommendations

## August 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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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.

### Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

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

##### Program(s) of Professional Preparation for the Clear Education Specialist Credential ***Walnut Valley BTSA Induction Consortium***

For the past decade, the *Walnut Valley Consortium – BTSA Induction Program* has assisted over 600 teachers in earning their multiple and single subject credentials within seven school districts and several private schools. The LEA Walnut Valley Unified and partnering districts collaboratively recognized the need to offer teachers the Education Specialist Clear Credential. The *Walnut Valley Consortium - Education Specialist Induction Program* provides the path through which teachers holding Preliminary Mild/Moderate and Moderate/Severe credentials earn clear credentials. These Education Specialist Induction Candidates complete *Formative Assessment for California Teachers (FACT)* which builds on preliminary teacher preparation. Through *FACT*, trained support providers with like-credentials and authorizations challenge Induction Candidates to reflect critically on teaching, broaden understanding of student needs, and incorporate theories learned in teacher preparation into daily practice. *FACT* provides opportunities to identify and support growth needs and determine direction for appropriate professional development as outlines in the *Menu of Options*. The Education Specialist Induction Candidate has flexibility in designing advanced professional development according to assignment and authorization. The program offers multiple opportunities for candidates to collaborate with colleagues and resource personnel in both general education and special education.

Program(s) of Professional Preparation for the Career and Technical Education Credential  
**California State University, Long Beach**

The Designated Subjects Credential Program: Career Technical Education Track is a completely reconceptualized program that addresses each of the new CTE standards and leads to the Clear credential. Candidate competencies as well as course content, assignments and assessments are based on the Teaching Performance Expectations. English learner instruction and instruction for students with special or diverse needs are embedded throughout program coursework and fieldwork experiences. The program consists of an Early Orientation course, 4 core courses plus 2 supervised field practica covering Initial Preparation competencies, and 1 course plus a supervised field practicum covering Advanced Preparation competencies. The program is designed for candidates to complete Initial Preparation over two successive semesters, followed by a third semester of Advanced Preparation.

Program(s) of Professional Preparation for the Preliminary Administrative Services Credential  
**Sacramento County office of Education**

The Sacramento County Office of Education Leadership Institute program meets the requirements of the preliminary administrative credential through its design with the California Leadership Standards as the foundation. The program incorporates coursework, online experiences, fieldwork, and a program project that demonstrates the participant's knowledge of leadership. The program focuses on the concept of theory into practice through its variety of learning experiences. Participants focus on leadership elements within a year program that prepares them to meet the diverse leadership needs facing schools in California.

**B. Notification about the Transition of Professional Preparation Program(s)**

*The items listed below are for notification purposes only. No action is needed.*

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

Education Specialist Added Authorization Programs:

Autism Spectrum Disorders  
**Santa Clara University**  
**CSU Stanislaus**

Regulations Effective July 20, 2011

The regulations for the Adaptive Physical Education Added Authorization, Early Childhood Special Education Added Authorization, Resource Specialist Certificate (RSP), Speech-Language Pathology (SLP) Services Credential and the Special Class Authorization (SCA) were approved by the Office of Administrative Law and are effective July 20, 2011. The programs listed below submitted their transition plans prior to approval of the regulations. The programs are now being presented for COA approval.

Adapted Physical Education Specialist  
**CSU San Bernardino**

**C. Program(s) of Professional Preparation Moving to Inactive Status**

*The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)*

**Santa Rosa City Schools:**

General Education (MS/SS) Clear Credential Program, effective August 1, 2011

Education Specialist Credential Program, effective August 1, 2011

**Dos Palos Oro Loma Unified School District:**

General Education (MS/SS) Clear Credential Program; effective June, 2011.