

Report of Program Accreditation Recommendations

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

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A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for the Agriculture Specialist Credential

UC Davis

The Agriculture Specialist Program at UC Davis is a developmentally designed sequence of coursework and field experiences that effectively prepare candidates to serve as agriculture specialists in California schools and lead agriculture education programs. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored in the knowledge base of teacher education. This Program is offered concurrently with the agriculture single subject teaching credential program to those candidates who meet the experience and depth subject matter requirements for this authorization. By design the Program provides extensive opportunities for candidates to hone her/his understanding of the foundation of the vocational agriculture disciplines, as well as the needs of the contemporary agricultural science programs offered in public schools. All credential candidates are placed in agriculture classrooms that serve a diverse student body, and increasingly these candidates are completing the requirements for a BCLAD authorization along with their agriculture credentials.

Program(s) of Professional Preparation for the Clear Education Specialist Induction Credential

Pleasanton Unified School District

The Pleasanton TriValley Teacher Induction Project (TVTIP) is a multi-district BTSA Consortium which includes Castro Valley, Dublin, Livermore Valley Joint, Pleasanton

Unified and Sunol Glen School Districts. TVTIP has offered an integrated program that credentials multiple and single subject credential holders and has provided support to special education teachers for the past eight years. The design of TVTIP is purposefully and logically sequenced to extend a participant's preparation and professional development in order to prepare the participant to meet the academic learning needs of all students. A director, district coordinators, teacher leader coaches, district administrators, and university representatives continue to guide the Project. The Consortium representatives collaborate with New Teacher Center, Saint Mary's College, Mills College, and other local universities.

Santa Cruz County Office of Education

The Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP) is a state approved BTSA Induction program sponsored by the Santa Cruz County Office of Education which is currently serving 32 school districts, 7 charter schools and 2 private schools throughout the counties of Santa Cruz, Santa Clara, North Monterey and San Benito. The program is supported through the Teacher Credentialing Block Grant and district contributions to maintain the full-release model of support for participating teachers. The SC/SVNTP is the professional preparation program that provides credential services to districts within the consortium for the following credentials: Multiple Subject Clear Credential, Single Subject Clear Credential, Education Specialist Clear Credential with the following authorizations: Mild/Moderate and Moderate/Severe. The SC/SVNTP employs well-qualified support providers with Education Specialist credentials, authorizations, and experience to provide expertise in implementation of the program. The SC/SVNTP will assess each Education Specialist candidate's progress and completion of requirements in the same way as it does for Multiple and Single Subject candidates.

Education Specialist – Added Authorization Programs

Autism Spectrum Disorders

Ontario-Montclair School District

Through a partnership with West End SELPA, the Autism Spectrum Disorders Additional Authorization is offered to teachers who already possess a mild to moderate education specialist credential. The program is made up of three modules, aligned with the standards for the additional authorization in autism. Instruction is provided through a combination of classroom and online instruction. Candidates complete both written assignments and fieldwork which demonstrate their ability to apply the research on autism to a targeted student in their classroom. Individual coaching is provided upon the request of the candidate. Upon satisfactory completion of all three modules and the presentation of a portfolio of their work the candidate is recommended for the additional authorization.

San Diego County Office of Education

The San Diego County Office of Education's Added Authorization Program in the areas of Autism Spectrum Disorder will put into place the ability for candidates to secure CCTC approval to work with ASD and DB students. The program is set up to give each candidate maximum opportunities to receive credit for work already completed in these areas to meet the specific set(s) of standards for each authorization. After verifying documentation and

evidence proving this experience, each candidate will complete a core component of the program marked by two days of training in the specific authorization(s). This professional development, once again based upon the specific added authorization standards, is complemented by another full day of training in the specific area(s) chosen, either ASD or DB. Regular meetings and observation with an added authorization coach round out the overall plan to recommend candidates to the Commission for the authorization(s). Timelines for program completion are determined based upon meeting the standards. Veteran teachers and others with previous, verified experience are able to complete the program within a shorter timeframe and those with less experience or needing additional assistance will be provided with more time to clearly show that all standards have been met before recommendation to the Commission for authorization.

Program(s) of Professional Preparation for the Bilingual Authorization
Fresno State University-Spanish/Hmong

The Fresno State Spanish/Hmong Bilingual Authorization Program within the Literacy and Early Education at California State University Fresno prepares Multiple Subject candidates for the Bilingual Authorization in Spanish or Hmong. The Bilingual Authorization is designed to build on teacher candidates' rich cultural and linguistic experiences in preparation for working successfully with diverse children and families in K-8 schools. All candidates develop knowledge on the history, culture and language of the emphasis groups through rigorous courses in various university departments: Anthropology, Chicano & Latin American Studies, Linguistics, Literacy & Early Education, Modern & Classical Languages and Literatures. Moreover, Bilingual Authorization coursework coupled with field experiences will include study on the history, politics and theory of bilingual education, language and culture in education, bilingual instructional practices, and completion of student teaching with K-8 students from language of emphasis groups. All Bilingual Authorization candidates will demonstrate language proficiency equivalent to the CSET LOTE III.

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.

Special Education Added Authorization – Autism Spectrum Disorders
CSU Monterey Bay

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.)

Argosy University

Preliminary-Multiple Subject, effective 10/27/11.

Preliminary-Single Subject-Mathematics, effective 10/27/11.

Preliminary -Single Subject-English, effective 10/27/11.

Preliminary-Single Subject-General Science, effective 10/27/11.

Preliminary- Single Subject- Social Science, effective 10/27/11.

Preliminary-Single Subject-Physical Education, effective 10/27/11.

Preliminary-Single Subject-Health, effective 10/27/11

Preliminary Single Subject -Home Economics, effective 10/27/11

Preliminary Single Subject- Languages Other Than English, effective 10/27/11

University of San Diego

Professional Administrative Services Credential, effective November 1, 2011.

CSU, Chico

CTEL Certificate Program, effective September 1, 2011.