

# Report of Program Accreditation Recommendations

March 2012

In-Folder

## 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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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 Clear Education Specialist Credential

#### *National Hispanic University*

The National Hispanic University currently offers a preliminary Education Specialist Mild/Moderate credential and will now be offering a Clear Credential program for Education Specialist Preliminary and Level I Credential holders. The NHU Clear Credential program provides support and professional development designed to move special education teachers to a more advanced level of knowledge, skill, and reflection on their instructional practices. The goal of the program is to assist the candidate to demonstrate more effective instruction in order to provide an environment for student success and to increase teacher retention and job satisfaction.

#### *California State University, Los Angeles*

The Clear Education Specialist Program at CSULA is designed to leverage established collaborative partnerships with district personnel who host interns and student teachers for the existing preliminary program in order to provide candidates with individualized opportunities to deepen their study, improve upon their professional skills, and increase their effectiveness in serving students with disabilities and their families. Working collaboratively with school administrators and their designees, the design of the clear program will support the establishment of an educational community in which candidates are able to benefit from both university preparation and district professional development opportunities for clearing the preliminary credential. A combination of technology and

campus-hosted meetings will be used to offer professional development as needed for site administrators and a variety of formative and summative assessments will be used to determine candidate and district support providers.

The Division of Special Education & Counseling at CSULA has faculty with expertise in five options for the education specialist credential, including Early Childhood Special Education, Mild/Moderate Disabilities, Moderate/Severe Disabilities, Physical & Health Impairments, and Visual Impairments. The clear program offered to education specialist candidates will focus on the importance of professional collaboration between general education and education specialist teachers, with learning activities and assignments built into the induction plan and structured opportunities to build on collaborative skills and efforts in work settings, as related to providing services in the Least Restrictive Environment (LRE) across the continuum of program options for students with disabilities.

### ***Etiwanda School District***

The Etiwanda School District offers a Clear Induction Program for Education Specialist teachers who hold a preliminary credential. It is designed as a credential clearing program for general education and educational specialist preliminary credential holders with the following authorization: Mild/ Moderate. The goal of the program is to offer support during a new teacher's first two years of teaching to develop reflective, action research-based practitioners. The program takes a job embedded approach to growing professionally, which builds upon and extends a participating teacher's capacity to meet the academic learning needs of all students. Each Participating Teacher is assigned a Support Provider of like credentials and authorizations, whose role is to provide individualized support through Formative Assessment for California Teachers (FACT), assist teachers in their application of Pedagogy and Universal Access in order to meet the needs of all students. The Support Provider and program challenges Participating Teachers to reflect critically on teaching, expand understanding of student needs, and incorporate pedagogical theories learned into daily practice. The Education Specialist Induction Participating Teacher, with support, designs advanced professional development according to assignment and authorization. Additionally, the program offers multiple opportunities to collaborate with colleagues and resource personnel in both general education and special education.

### ***Orange County Department of Education***

The Orange County Department of Education Induction Program offers support to beginning teachers in their acquisition of the knowledge, skills and core values necessary to become highly qualified professionals who effectively impact student achievement. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge, and perspectives throughout their careers. The OCDE program brings support through mentoring, assessment, and advanced study which is essential to a beginning teacher's development and success in the profession. The BTSA/Induction one-year program will include bi-weekly reflective conversations

between the Education Specialist Participating Teacher and their Mentor, collection of evidence to document curriculum and an inquiry process, submission of evidence in portfolio format to be reviewed by the program coordinator, and an exit presentation of the inquiry evidence before a professional educator panel.

### Education Specialist – Added Authorization Programs

#### Adapted Physical Education

##### ***Azusa Pacific University***

Azusa Pacific University's Adapted Physical Education Added Authorization (APE AA) is for individuals who currently possess a Single Subject Physical Education credential, Education Specialist Credential, or the equivalent. This includes candidates who have earned a Multiple Subject Credential or Clinical/Rehabilitative Services Credential. Those entering the program with an Education Specialist Credential or the equivalent must complete twelve units of pre-requisites in upper division Physical Education including Kinesiology and Motor Development. The APE AA prepares candidates to provide students with disabilities the necessary accommodations or modifications to access the California Physical Education Curriculum, enabling them to participate in the most integrated setting possible. The curriculum is 21 units and will be taught from a Christian worldview, following APU's motto of "God first." Course content includes, but is not limited to: a) instructing students with mild to profound disabilities; b) understanding current legislative issues affecting Adapted Physical Education; c) managing an Adapted Physical Education program; d) writing and reporting findings from the IEP; e) assessing motor ability; and g) developing lesson plans for Adapted Physical Education.

### **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.)*

#### **Boston Reed College**

Professional Clear Administrative Credential Program, effective June, 2011.