

Report of Program Accreditation Recommendations

June, 2016

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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 grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers, take action to reactivate the program as requested (D), and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Fresno Pacific University

The Fresno Pacific University Administrative Services Clear Induction program will operate exclusively in partnership with the district/LEA of the credential candidate. Candidates will be encouraged to enroll in this two-year program immediately upon appointment to an administrative position and will be supported by a coach no later than 30 days after enrollment. An Individual Induction Plan (IIP) will be developed collaboratively at the outset of the program and serves as the blueprint for the entire induction experience. The IIP will include goals and indicators of learning/growth, and addresses the candidate’s job responsibilities and the employing district’s/LEA’s priorities. The program will feature three components designed to develop competencies described in the California Professional Standards for Education Leaders (CPSEL): individual coaching (minimum of 40 hours per year), professional learning experiences (minimum of 20 hours per year), and assessment of candidate learning, all prescribed in the candidate’s IIP. Candidate progress will be assessed through regular reflective and collaborative assessments. An End-of-Program Assessment will undergo collaborative review by the University Program Director and Partner-District/LEA Superintendent/designee, culminating in the recommendation of successful candidates to the CTC to be awarded the Clear Administrative Services Credential.

San Francisco Unified School District

The San Francisco Unified School District Administrative Services Clear Induction program, also known as San Francisco Pathway to Leadership in Urban Schools (SF PLUS), is a two-year leader induction program for new site-based administrators. The program will use the California Professional Standards for Education Leaders (CPSEL) to ensure that all candidates gain the skills

necessary to be equity-centered instructional leaders who will be successful in both California and San Francisco Unified School District schools. Hallmarks of the program will include one-on-one in-person bi-weekly leadership coaching, monthly CPSEL-aligned professional development tailored to both individual candidates and San Francisco Unified School District's strategic plan (Impact Learning. Impact Lives.), and a multiple-measure assessment system that balances individual leadership growth with teacher effectiveness and student outcome metrics. Upon satisfactory completion of all program requirements, candidates will be recommended for the Administrative Services Clear Induction credential.

Program(s) of Professional Preparation for Early Childhood Special Education Added Authorization

University of California, Los Angeles

The University of California, Los Angeles' Early Childhood Special Education Added Authorization program is designed to provide coursework in working with families, characteristics of special needs, intervention and assessment for 0-3 years and preschool students. Candidates will be offered a concurrent, 6-month practicum experience in two settings: infant-toddler and preschool. The candidate will be assigned a mentor teacher in each placement and a practicum teacher. The program is designed to coordinate the candidate's learning and experiences across content and practicum through monthly meetings with the course instructor, the practicum instructor, the mentor teacher and the candidate. Instructors and program director will meet routinely to articulate and integrate learning experiences and content. Assignments are integrated across practica and coursework. Through incremental creation of a candidate portfolio, candidate will master developmentally appropriate practice, special education intervention strategies, assessment and inclusion of family in the child's educational plan. Components of the portfolio represent milestones of achievement outlined by California state standards. Candidates will have multiple opportunities to achieve mastery of each required standard through assignments that are coordinated across program components. Once candidates achieve competency in all assessed areas, as represented by their portfolio, they will be recommended for the Early Childhood Special Education Added Authorization credential.

Program(s) of Professional Preparation for Traumatic Brain Injury Added Authorization

Madera County Office of Education

The Madera County Office of Education's Traumatic Brain Injury Added Authorization (TBIAA) program will serve eligible candidates who possess a Preliminary Education Specialist Credential Mild/Moderate and/or Moderate/Severe from all districts within the state of California. The program coursework will be delivered online through a cloud based learning management system. The TBIAA involves coursework developed by an expert team of school psychologists and local medical professionals (physiatrists and neurologists of Valley Children's Hospital Madera). The thirty (30) week program consists of four courses: Characteristics of Traumatic Brain Injury,

Teaching and Learning for Students with Brain Injury, Behavior and Emotional Strategies for Students with Traumatic Brain Injury, and Collaborating with Other Service Providers. Candidates will participate in required fieldwork assignments, weekly assignments and weekly discussion responses. Candidate progress will be closely monitored by supervisory staff who assess coursework and fieldwork providing support to ensure candidate success in meeting required program standards and completion of the Traumatic Brain Injury Added Authorization program.

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.

C. Programs 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.) The date of the inactive program must be no sooner than the date of COA action or no later than 6 months after the date of the application.

Patten University

Multiple Subject Credential Program, effective July 1, 2016.

Single Subject Credential Program, effective July 1, 2016.

Notre Dame de Namur University

Education Specialist: Added Authorization: Autism Spectrum Disorders, effective September 1, 2016.

D. Professional Preparation Programs Requesting Reactivation

*When an approved program has requested an **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.

Chapter 3 of the Accreditation Handbook states:

An inactive program may be re-activated only when the institution submits a request to the COA and the COA has taken action to reactive the program. If the program standards under which the program was approved have been modified, the institution or program sponsor must address the updated standards before the program may be re-activated.

Pepperdine University

General Education (MS/SS) Intern Program (*see attached letter of request*)

E. Recommendation about the Withdrawal of Professional Preparation Programs

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action or, if requested, up to 6 months after the date the COA is notified of withdrawal.

When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

Fresno Pacific University

Preliminary Education Specialist Credential: Physical and Health Impairments, effective June 15, 2016.

Level II Education Specialist Credential: Physical and Health Impairments, effective June 15, 2016.

Level II Education Specialist Credential: Early Childhood Special Education, effective June 15, 2016.

Education Specialist: Added Authorization: Resource Specialist, effective June 15, 2016.

Education Specialist: Added Authorization: Early Childhood Special Education, effective June 15, 2016

F. Automatic Withdrawal for Programs of Professional Preparation

Programs which have met or exceeded the maximum five year period allowable by the accreditation system are automatically withdrawn. The date of withdrawal will be the date of the COA's action.

PEPPERDINE

Office of the Dean
Graduate School of Education and Psychology

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Attn: Bob Loux

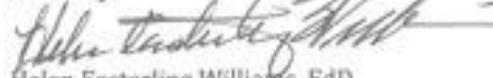
May 25, 2016

Dear Commission on Teacher Credentialing,

I am formally requesting to reinstate the Intern Program for the Master of Arts in Teaching program at Pepperdine University Graduate School of Education beginning July 1, 2016. The Intern Program will contribute to the need of teacher placement during a time of an evident teacher shortage. This program will allow prospective teachers to earn their credential while gaining hands-on experience in the classroom with the appropriate supervision hours and application of effective pedagogy. We are confident this program will contribute to the development of effective and outstanding teachers in the state of California during a time of growth in the education field.

Thank you for including this program as part of your agenda and we look forward to hearing from you.

Sincerely,



Helen Easterling Williams, EdD
Dean and Professor of Education