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## Action

### *Professional Services Committee*

## **Program Approval and Initial Institutional Approval**

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**Executive Summary:** This agenda item presents one single subject matter program, one prospective program sponsor for initial institutional approval, and one induction program for withdrawal.

**Recommended Action:** That the Commission approve the one single subject matter program and prospective program sponsor for initial institutional approval, and withdraw the induction program.

**Presenter:** Helen Hawley, Consultant; Joe Dear, Consultant; and Karen Sacramento, Consultant, Professional Services Division

**Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

October 2008



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# Program Approval and Initial Institutional Approval

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## Introduction

This agenda item presents one subject matter program submitted by an institution of higher education for single subject matter program approval, one prospective program sponsor for initial institutional approval, and one induction program for withdrawal.

## I. Recommendation for Approval of Single Subject Matter Programs

### Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination whether the program meets the standards common to all subject matter programs and also the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

### Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review – The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the

review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (California Subject Examinations for Teachers - CSET).

This report presents one single subject matter program which has been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* ([www.ctc.ca.gov/educator-prep/STDS-subject-matter.html](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)) by the appropriate review panel and is recommended to the Commission for approval. The program is: California State Polytechnic University, Pomona: Mathematics.

### **Summary Information on the Single Subject Matter Program**

#### California State Polytechnic University, Pomona: Mathematics

As one of a limited number of polytechnic universities nationwide, Cal Poly Pomona's hallmark is its learn-by-doing philosophy, directly stemming from its polytechnic mission. Students are provided opportunities to apply their knowledge in hands-on projects, collaborate with faculty members on research, and participate in internships and service-learning programs. Cal Poly Pomona's mathematics subject matter program is designed to prepare secondary school teachers of mathematics who have a strong and diverse content knowledge base and are confident in their own mathematical ability. In the course of their study, students have experiences similar to those that they are expected to provide their students. They learn mathematical concepts and solve challenging mathematical problems individually and in group settings using a variety of strategies including technology. In addition, they are expected to effectively communicate their solutions. The goal of Cal Poly Pomona's subject matter preparation program for prospective teachers of mathematics in single subject classrooms is the preparation of individuals who are mathematically competent with regard to the California adopted mathematics standards. Cal Poly Pomona's mathematics teacher candidates will:

- develop a deep understanding of the fundamental mathematical ideas in grades 6 – 12 curricula and strong technical skills for application of those ideas;
- develop knowledge of the mathematical understandings and skills that students acquire in their elementary and middle school experiences, and how they affect learning in high school;

- develop mathematical maturity and attitudes that will enable and encourage continued growth of knowledge in the subject and its teaching;
- use a variety of strategies to formulate and solve appropriate problems;
- communicate mathematical ideas using language, mathematical symbols, and diagrams and graphic representations;
- demonstrate a variety of reasoning skills using a range of reasoning processes such as inductive, deductive, spatial, probabilistic, proportional processes, proofs, conjectures, and counterexamples to make and judge the validity of mathematical arguments;
- investigate the connections and interplay among various mathematical topics and their applications covering a broad range of phenomena across appropriate disciplines;
- apply mathematical thinking and modeling to solve problems that arise in other disciplines;
- recognize how a given mathematical model can represent a variety of situations, show how mathematical topics are interrelated, and have extensive experiences using various technologies for learning and teaching mathematics;
- be taught in a variety of ways that model the styles of teaching and assessment that they are expected to implement as teachers of mathematics; and
- experience teaching that models respect for diversity and access for all students.

## II. Recommendation for Initial Institutional Approval

### Background

In the *Accreditation Framework* a distinction is made between “initial approval of institutions” and “initial approval of programs,” as described below. A prospective program sponsor that wishes to offer a credential program in California, and that has not previously been declared eligible to offer a credential preparation program, must undergo a two stage initial approval process: 1) initial institutional approval; and 2) initial accreditation of programs as described below. The steps in the Commission’s accreditation system are:

- 1) **Initial Institutional Approval:** The institution (program sponsor) that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial institutional approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The application is reviewed for compliance with the appropriate preconditions (regional accreditation or governing board approval, identification of the position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, and agreement to provide information to the Commission) and appropriate Common Standards relating to capacity to offer a preparation program. Once the review has been accomplished, a recommendation is brought before the Commission for *initial institutional approval*. This stage determines only an institution’s *eligibility* to offer an approved program.
- 2) **Initial Accreditation of Programs:** Once the Commission acts favorably on institutional approval, the *program* proposal is forwarded to the Committee on

Accreditation for action. The program sponsor is required to respond to the appropriate credential program standards for each program the institution wishes to offer. These responses are reviewed by a panel of expert advisors, or in some cases, Commission staff, to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the Committee on Accreditation for *initial program approval*.

Once granted initial program approval, the institution is given authority to begin the program and will then come under the Commission's continuing accreditation procedures.

### **Fielding Graduate University**

Fielding Graduate University is seeking initial institutional approval, and if granted by the Commission, will subsequently seek approval to offer a program leading to the Administrative Services Credential.

The Fielding Graduate University was founded in March, 1974, in Santa Barbara, California. It is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Fielding Graduate University describes its student population as typically mid-career adults who want to enhance already well-established academic and professional skills, are committed to effecting a mid-life career change, and are interested in being part of a lifetime-learning community. To accommodate and capitalize upon the learning styles of its students, Fielding Graduate University developed a rigorous, supportive learning model that is flexible, adult-centered, self-directed, task-oriented, and competence-based.

The following provides the mission statement of Fielding Graduate University:

Fielding Graduate University prepares its students to serve as reflective professionals through its innovative doctoral and master's programs, collaborative learning model, and continuing professional education. We support professional and personal transformation through a learning model which integrates theory, research, and values with high integrity practice and scholarship in Psychology, Human and Organization Development, and Educational Leadership and Change.

### **School of Educational Leadership and Change**

The School of Educational Leadership and Change offers a doctorate in Education (Ed.D.) as well as a Master of Arts in Collaborative Educational Leadership (MA-CEL). All programs are said to offer an interdisciplinary, collaborative, customized, and networked learning environment dedicated to fostering leadership for change in public schools; to creating opportunities for professional and personal growth for educators; and to promoting systemic change in educational organizations.

The learning model used by Fielding Graduate University's School of Educational Leadership and Change is based on the principles of adult learning and designed to accommodate the needs, requirements, and learning styles of midlife and mid-career professionals. The Fielding Graduate

University learning model combines theory with practice in a program that emphasizes academic understanding, research and writing skills, and applied activities.

Students in each degree program learn through a mix of independent study and structured course work, learn peer to peer or collaboratively with faculty, and use a range of learning media (face-to-face and online courses, seminars, and electronic mail). Fielding offers flexibility for students to create their own learning roadmap and faculty who serve as mentors throughout each student's learning process.

### **III. Recommendation for Withdrawal of an Induction Program**

#### **Background**

To date, the Commission, rather than the Committee on Accreditation (COA), has approved all Induction Programs. The Commission took action in 2006 such that all programs leading to either a credential or a certificate that authorizes teaching or service in the public schools will be reviewed through the accreditation system. Induction programs are now being transitioned into the Commission's Accreditation System. The COA has begun the discussion of how best to transition all induction programs into the accreditation system at its August 2008 meeting. Once induction programs are integrated into the accreditation system, the COA will be the body that approves programs. Since induction programs have not moved into the accreditation system for the 2008-09 year, the Commission is the appropriate body to act upon the withdrawal of an induction program.

#### **Orange County High School of the Arts**

The Orange County High School of the Arts Professional Beginning Teacher Support and Assessment Induction Program was approved by the Commission in August 2007. Orange County High School of the Arts is requesting to withdraw program approval as a single induction program provider in order to join the Orange County Department of Education Professional Beginning Teacher Support and Assessment Induction Consortium Program beginning in the 2008-2009 school year. Both the Orange County Department of Education and the Orange County High School of the Arts are in agreement that this partnership would best serve their first and second year teachers.

### **Recommendations**

#### **Approvals**

Based upon a determination by reviewers that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following:

#### **Single Subject Matter Programs**

California State Polytechnic University, Pomona: Mathematics

#### **Initial Institutional Approval**

Fielding Graduate University

**Withdrawal of an Induction Program**

Staff recommends withdrawal of the following Induction Program effective October 7, 2008:

The Orange County High School of the Arts Professional Beginning Teacher Support and Assessment Induction Program.