

A. Programs for Approval by the Committee on Accreditation

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

California State University, Northridge

The Education Specialist Clear Credential Program at California State University, Northridge (CSUN), designed for candidates who hold a valid Preliminary Education Specialist Credential, requires 12 semester units of coursework. The program includes two core courses, 3 semester units each, that focus on induction, formative assessment, advanced professional development, and demonstration of proficiency in teaching special populations. Two additional courses, 3 semester units each, are selected from a menu of options and based on an Individual Induction Plan (IIP) developed by the candidate, the Clear Credential program sponsor, and the employer. The program must be completed within five years of the date of issuance of the Preliminary Education Specialist Credential and leads to completion of a Clear Education Specialist Credential in Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities, or Moderate/Severe Disabilities.

San Joaquin County Office of Education

The San Joaquin County Office of Education IMPACT Intern Program currently has credential programs for single subject, multiple subject, career technical education, administration, education specialist- mild/moderate, moderate/severe, early childhood special education, and the added authorization-autism. IMPACT has established sites in Tulare, Los Angeles, and Santa Cruz County. Being able to offer clear education specialist's credentials to outside programs will help service many more of the teachers in these counties and surrounding areas.

Vista Unified School District

The Vista Unified School District BTSA Induction program is designed to clear the Preliminary Education Specialist Credential in the content specialization areas of Mild to Moderate, Moderate to Severe, and Early Childhood Special Education. The VUSD BTSA Induction program utilizes a formative assessment system (*Formative Assessment for California Teachers*) along with professional development offered through North Coastal Consortium for Special Education (local SELPA), the district, the county, and/or local universities in order to clear the Preliminary Education Specialist Credential. Support Providers (mentors) assigned to Special Education Participating Teachers (teachers seeking to clear a preliminary education specialist credential) will have the same Education Specialist content specialization area(s). These Support Providers along with the Director of Special Education in Vista Unified School District guide Participating Teachers in action research focused on student growth and the educational setting of each teacher.

The VUSD BTSA Program will clear the Level I Education Specialist credential only after the local California State University no longer offers a Level II program.

Program(s) of Professional Preparation for the Multiple and Single Subject Induction

Azusa Pacific University

The Azusa Pacific University's Multiple and Single Subject Induction Program is designed to build upon knowledge, skills, and competencies acquired by beginning level teachers in their Preliminary Credential program and to target individual teacher needs during their advancement to an Induction. The program goal is to provide a formal support system for these new Participating Teachers and to increase their performance in the classroom, magnify the influence they have on their students, and create an impact on school communities. Knowing the duties of day-to-day teaching is demanding, the program design is not to be an additive approach. Rather, the Multiple and Single Subject Induction Program design is comprised of four 9-week Practicum courses to be accomplished in the Participating Teacher's own classroom. Complementing these Practicum courses, the Participating Teacher will work with a University Support Provider on specific teaching goals aligned with the *CSTPs*.

The Multiple and Single Subject Induction Program is designed as a four 9-week semester graduate level program, which must be completed within two years. The program is structured to align with the California Standards of Quality and Effectiveness for Multiple and Single Subject Induction (2009) by providing Practicum course work and individualized planning. In addition, academic units earned in this program are transferable towards a Masters degree.

Program(s) of Professional Preparation for the Bilingual Authorization

California State University, Dominguez Hills – Spanish

California State University Dominguez Hills offers a Spanish Bilingual Authorization Preparation Program to Multiple Subject, Single Subject, and Master's Degree in Education (Multicultural Education) credential candidates. The program for bilingual authorization in Spanish is available via multiple pathways to candidates enrolled in the Liberal Studies, Multiple Subject, and Single Subject Programs. Candidates must have proficiency in oral and written Spanish language as well as a commitment to teaching bilingual education and methodology. They develop techniques to assess student progress, build knowledge and understanding of bilingual education and pedagogy, and reflect on their practice. Candidates exit the program with the ability to enter the field of bilingual teaching as reflective urban professionals with the knowledge and skills to prepare linguistically and culturally diverse learners from urban settings.

Programs of Professional Preparation for the Preliminary Administrative Services Credential

Argosy University

The Administrative Services Credential programs at Argosy University are designed to reflect the standards established by the California Commission on Teacher Credentialing (CCTC), the standards established by the Educational Leadership Constituent Council (ELCC), and to integrate the mission, framework, and standards of Argosy's College of Education. Each program's purpose is to prepare candidates to be effective leaders in the field of Education. They are practitioner-based, results-oriented programs that are under girded by current research and best practices in effective educational leadership, along with opportunities for candidates to apply theory and best practices in educational settings.

Articulated field experience components are built into each course. The characteristics of the programs prepare candidates to make a meaningful difference in the lives of K-12 students. Candidates are prepared for ever-changing educational settings that are influenced by variables such as increasingly diverse populations, technologically diverse populations and the broader political landscape. Candidates for the programs may enroll in a program leading to a Masters degree in Educational Administration, a program leading to an Education Specialist in Initial Educational Administration, or a program leading to a Doctorate, either an Ed.D or Ed.S, in Initial Educational Administration. These programs prepare the candidates for the wide variety of experiences that they will encounter when employed in an entry-level administrative position.

Program(s) of Professional Preparation for the Career and Technical Education Credential
University of California, Riverside Extension

The UC Riverside Extension Career Technical Education (CTE) Teaching Credential program is designed to provide a purposeful sequence of coursework that effectively prepares CTE teachers to successfully teach their occupation and workplace skills in the California public education. The program consists of seven courses equivalent to 16 quarter units (11 semester units) or 160 hours of approved professional preparation which includes a mandatory 2 unit orientation to the program, Early Orientation to CTE, and the following courses: Classroom/Laboratory Management and Safety; CTE Curriculum & Instruction; Assessing Student Learning; Teaching English Learners and Other Students with Special Needs; CTE Foundations and Professional Legal/Ethical Responsibility; and Culmination Portfolio. The coursework is sequenced to reflect principles of teacher development that effectively prepare candidates to teach 21st century skills and rigorous Career Technical Education curricula.

The two unit Early Orientation course, Edu X309.01 provides an introduction to the program, an overview of legal, ethical and professional behaviors of the teaching profession and duties and responsibilities of the professional educator. Terminology used in the educational setting, classroom management strategies and instructional practices that assist English language learners and students with special needs are included in the Early Orientation course. Strategies and concepts for effectively working with English learners and special needs populations are integrated and threaded throughout each course. Numerous assessments, including both formative and summative assessments are incorporated throughout the program. Candidates participate in field experiences and are evaluated by administrators or qualified practitioners in the field using a performance rubric that specifically identifies program standards. A comprehensive summative portfolio is required at the end of the program. All program instructors are current, experienced CTE educators who are leaders within the region adding to the relevancy, rigor and integrity of the program.

The goal of the program is to enable individuals to successfully transition from careers, business and industry to a CTE teaching career. The program is designed around California's Teaching Performance Expectations (TPEs) and standards established by the CTC for the new CTE credential program. The program design helps new teachers learn how to integrate

the state-adopted K-12 CTE curriculum standards with the K-12 academic content standards for teaching and assessing all students.

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. 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 Clara University

- Education Specialist Mild/Moderate Disabilities, Level I and Level II Credentials
- Education Specialist Mild/Moderate, Intern Option
- Education Specialist Early Childhood Special Education, Level I and Level II Credentials
- Education Specialist Early Childhood Special Education, Intern Option
- Education Specialist Early Childhood Certificate
- Reading and Language Arts Specialist Credential
- Reading Certificate
- Preliminary Multiple Subject, Intern Option
- Preliminary Single Subject, Intern Option

No candidates have been accepted into these programs in 2011. Santa Clara University is focusing on its Preliminary Multiple and Single Subject and the Preliminary Administrative Services program. These nine programs will return to the COA to be withdrawn as of December, 2012.

D. Professional Preparation Programs(s) Requesting Reactivation

General Education Clear Programs

All approved Multiple and Single Subject Clear Credential programs were required to transition to the recently adopted General Education Clear Credential (2009) program standards. The updated standards were adopted in January 2009 and the approved programs were notified of the need to transition to the new standards through PSA 09-09 (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-09.pdf>). Approved programs were notified that as of fall 2010, candidates may only be accepted into programs approved under the 2009 standards. Because the transition time frame was limited, a modified transition process was developed for the approved programs.

The programs identified below elected to move to an inactive status (date of COA notification of inactive status) to allow additional time to submit a complete response to the new Clear Program Standards and the programs did not accept candidates in fall 2010.

Pacific Union College	(Inactive, November, 2010)
CSU, Fullerton	(Inactive, November, 2010)
Santa Clara University	(Inactive, November, 2010)

Each of the programs identified above has now transitioned to the Clear Credential Program Standards (2009). Each program has been reviewed by experienced readers, completed the transition process and has only been inactive for a short time period.

Therefore, staff recommends that each of these three programs be approved as re-activated at this time.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following program has been requested by the institution. The date of withdrawal will be the date of the COA's action.

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.)

Imperial County Office of Education – Designated Subjects Programs:

- Adult Education
- Career Technical Education (5 year preliminary)
- Special Subjects
- Supervision and Coordination