

Report of Program Accreditation Recommendations

August 2013

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

A. Programs for Approval by the Committee on Accreditation

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

Placer County Office of Education

The mission of the Placer County Office of Education – Clear Education Specialist Induction Credential Program is to assist and support participating teachers as they begin their teaching positions; to advance their knowledge and skills in relation to the California Standards for the Teaching Profession; and to help them become effective education specialists who lead programs that result in the success of all students. The PCOE Clear Education Specialist Induction Credential Program includes extended preparation and professional development designed to prepare Clear Education Specialist Participating Teachers to effectively meet the needs of all students in their classrooms and on their caseloads. The Placer COE Clear Education Specialist Induction Credential Program integrates ongoing collegial support and a research-based formative assessment system. The goal of the program is to build upon the PT’s knowledge and skills acquired during teacher preparation and provide multiple job-embedded professional learning opportunities to improve their teaching practices within the context of their current teaching. Participating teachers engage in an ongoing learning process that follows a cycle of plan, teach, reflect, and apply. With the assistance of a coach, participating teachers develop an Individual Induction Plan which guides the activities to support growth and improvement of professional practice in specific focus areas.

Kern County Superintendent of Schools

The Kern County Superintendent of Schools (KCSOS) proposes to offer the Clear Education Specialist Induction Program (CESIP) for a multi-district consortium. The Induction Program is available to teachers who hold Preliminary Education Specialist Credentials with a Mild/Moderate and/or Moderate/Severe authorization area. Education Specialist Participating Teachers will complete the two year, job-embedded inquiry-based Formative Assessment for California Teachers (FACT) as they learn and apply new skills within the context of their own

classrooms, with their own students. Throughout the Program, Education Specialist Participating Teachers, with the support of FACT-trained Education Specialist Support Providers, will reflect upon their experiences and develop practices that lead to their growth as professional educators and to the academic success of all their students. Upon successful completion of the Program, Education Specialist Participating Teachers will be recommended for the Clear Education Specialist Credential.

Education Specialist-Added Authorization

Early Childhood Special Education Added Authorization

Concordia University Irvine

The Concordia University Irvine Early Childhood Special Education Added Authorization Program is a one year online and hybrid course program consisting of 5 courses and a 90 hour practicum. This Added Authorization program is designed for candidates who have completed their preliminary Education Specialist Credential and are seeking authorization for instructing special needs students 0 through K. The ECSE AA courses offered through CUI provide nine graduate level graduate units, which may be applied to one of our Masters of Arts in Education Programs. Three out of the five courses include classroom experience related to assessment, curriculum planning, center/play learning experiences, and partnering with parents, para-educators, specialists and outside agencies. Candidates completing our program are given resources for understanding Characteristics and Support of Infants and Preschoolers with Special Needs, Collaboration with Families of Children with Special Needs, Assessment and Early Intervention Strategies for Infants and Preschoolers. The program ensures candidates an opportunity to develop competencies in understanding and application of the specific behavioral support and teaching strategies for children (birth to pre K) with developmental delays, specific learning disabilities, traumatic brain injury, other health impairments, autism spectrum disorders, mild, moderate and severe mental retardation, emotional disturbances, low incidence and multiple disabilities

Emotional Disturbance Added Authorization

Wiseburn School District

The Wiseburn School District Emotional Disturbance Added Authorization Program consists of three online, self-paced courses equivalent to 135 classroom hours and 9 graduate semester credits offered through a partner, Brandman University. The Wiseburn School District will deliver the EDAA program through the Project Optimal Unit. In the Wiseburn School District program, candidates will demonstrate their understanding and their ability to address issues associated with emotional disturbance along with in-depth field experiences focusing on implementing varied instructional strategies including teacher-directed/mediated, student-initiated, peer-supported, and vocational/community-supported for those students who have been identified as having an emotional disturbance. All courses and practicum work will be competency tested and through the comprehensive testing features candidates will demonstrate the professional skills associated with the appropriate learning outcomes aligned with each Emotional Disturbance Added Authorization program standard.

Program(s) of Professional Preparation for the Single Subject Credential

Academy of Art University

Academy of Art University's Art Teaching Credential Program is a unique, one-year single subject credential program grounded in performance-based educational practices. The Single Subject Art program is guided by the knowledge that creativity enhances student performance in all academic areas while enhancing success in their future professional lives, regardless of career path. Sequenced coursework and supervised teaching experiences prepare candidates to teach art, share their creative passion and inspire students according to California standards and best educational practices.. Our teacher preparation program represents the evolution of the Academy's belief that art and creativity are essential to an individual's development and a thriving society.

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.

Teacher Librarian Services Credential

San Jose State University (transition date: August 2013)

Azusa Pacific University (transition date: September 2013)

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.)

Escondido Union High School District:

General Education Induction Program, effective July 1, 2013.

CSU Long Beach:

Designated Subjects: Special Subjects Credential Program, effective December 31, 2013.

Designated Subjects: Supervision and Coordination Credential Program, effective December 31, 2013.

Designated Subjects: Career Technical Education Credential Program, effective December 31, 2013.

CTEL Certificate Program, effective December 31, 2013.

Single Subject: Home Economics, effective August 1, 2013.

University of Redlands:

CTEL Certificate Program, effective July 2, 2013.

Chino Valley Unified School District:

General Education Induction Program, effective September 1, 2013.

D. Professional Preparation Programs(s) Requesting Reactivation

*When an approved program has requested to on **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.

There are no programs requesting reactivation.

E. Recommendation about the Withdrawal of Professional Preparation Program

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.

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.)

There are no programs requesting withdrawal.