

Report of Program Accreditation Recommendations

February, 2017

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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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

Programs of Professional Preparation for Bilingual Authorization

San Francisco Unified School District (Bilingual Authorization: Spanish)

San Francisco Unified School District (SFUSD) is committed to recruiting, developing, and retaining teachers who are able to equip SFUSD students with the skills, capacities, and dispositions necessary for success. SFUSD’s Pathway to Teaching program will prepare eligible candidates to meet the requirements of earning their Bilingual Authorization through in-person Pre-Service Training during the summer, ongoing online coursework, and one-on-one instructional coaching and support. Online coursework includes courses on Multiple Subject Teaching and Learning, Bilingual teaching and learning, and English Language Development. The program will monitor proficiency and pedagogical knowledge through online assessments, observations of candidates in the field, and the Teacher Performance Assessment (TPA).

University of California, Los Angeles (Bilingual Authorization: Mandarin)

The University of California, Los Angeles (UCLA) Graduate School of Education and Information Studies Bilingual Authorization Program in Mandarin builds on the strengths of the UCLA Teacher Education Program’s multiple and single subject bilingual authorization in Spanish, which integrates educational theory and real-world application in high needs schools. The Bilingual Authorization Program is designed to meet a need for teachers with both conversational and academic language proficiency in Mandarin, along with knowledge of bilingual pedagogy and the cultures of emphasis, who are an important resource for the local public schools, whether in dual language, maintenance bilingual or transitional bilingual education programs. The Mandarin Bilingual Authorization Program is an innovative and sequential program, which provides for

optimal integration of primary language and content specific methodologies, as well as explicit connections among theories and principles of language acquisition, English Language Development methodologies, and primary language methodologies. Assessments are incorporated into course activities, assignments and supervised fieldwork. Candidates have an opportunity to develop and demonstrate language competence in all modalities through class discussion, written and oral presentations, and journal responses. The authorization program offers a combination of coursework, fieldwork and local assessments of the candidates' language skills competencies.

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.

Fresno Pacific University

Clear Education Specialist Credential Program

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.

University of Southern California

Pupil Personnel Services: School Counseling

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 one year before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

Fresno Pacific University

Education Specialist – Added Authorization: Emotional Disturbance

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.

January 20, 2017

CTC Accreditation Team
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

The purpose of this letter is to request a reactivation of the Pupil Personnel Services (PPS) Credential in the Rossier School of Education at the University of Southern California. We respectfully request that our PPS return to active status as soon as it is approved. Our School Counseling Program with the PPS has been on hiatus since June 2013. We have decided to reactivate our program, have responded to the program standards, and connected the PPS to our current Educational Counseling Program. There have been no significant faculty changes since the last time we offered the PPS credential.

The program went on hiatus so that faculty could rethink the curriculum and update courses. The revised program design is closely aligned with our educational counseling and meets current program standards, with attention to career and college counseling (EDUC 520), as well as individual counseling (EDUC 537 and EDUC 500). The current program also allows students to take a concentrated course in the community colleges (EDUC 580).

As noted in the program document, the new coursework that appears in the list represents an expanded degree option so that students can complete a degree that will also allow them to work seamlessly from K-12 into higher education.

We look forward to hearing from you regarding next steps.

Sincerely,

Kristan Venegas

Kristan M. Venegas, PhD
Program Chair, Master's Programs
Professor, Clinical Higher Education

Margo T. Pensavalle

Margo T. Pensavalle, Ed.D
Director of Evaluation and Accreditation,
Professor of Clinical Education

