

Report of Program Accreditation Recommendations

August 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 In addition the item presents requests from institutions for programs to be “Withdrawn.”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 Speech-Language Pathology

California Baptist University

California Baptist University will offer a Master of Science in Speech Pathology program that will prepare candidates with the necessary skills and knowledge to assume the duties of a school Speech and Language Pathologist. The program is built on and aligns to the standards for both the American Speech-Language-Hearing Association (ASHA) and the California Commission on Teacher Credentialing (CTC). This full-time two-year program pairs academic knowledge of theory and skills with application experiences in clinical practicum courses. Each semester students will participate in a practicum experience that is directly tied to the coursework. Initial coursework will build candidate knowledge of potential needs (pediatric language disorders, articulation and phonological disorders, acquired neurogenic language disorders, acquired cognitive disorders), special populations (multicultural and multilingual issues, autism spectrum), as well as diagnostic assessments and research skills. In the second year, candidates will continue to build fluency in diagnosing and addressing issues (voice and resonance, motor speech) and will learn to apply those skills in public school settings as part of coursework and practicum. Candidates will be evaluated by the faculty as well as professionals in the field through their assignments as well as rating scales. In addition to assessments within the coursework and practicum experiences, candidates will complete two comprehensive exams - one each year - to establish clear competence of each of the necessary skills. Candidates who successfully complete the program will be eligible for the Master of Science in Speech Pathology as well as the Speech-Language Pathology credential.

Programs of Professional Preparation for Preliminary General Education Multiple Subject Intern

Santa Clara University

Santa Clara University (SCU) will offer a Multiple Subject (MS) intern program. The SCU program will prepare intern candidates with the knowledge, skills and dispositions to work effectively in diverse classroom settings. The MS intern program is aligned with the newly developed California Teaching Performance Expectations (TPEs) (adopted, June 2016). Moreover, the MS intern program is designed to be completed over a two-year period with frontloaded course work that prepares candidates before they take on teaching responsibilities. Coursework throughout the program is coupled with an intern practicum experience where SCU supervisors observe and provide feedback on intern candidates' development. A school mentor similarly provides feedback on the MS intern candidate's progress in meeting the TPEs. Both the SCU supervisor and school mentor will evaluate MS intern candidates' progress in illustrating the TPEs in their instruction. Teaching Performance Assessments 1-4, exit survey, student course grades, and candidate observation data are all used to monitor and evaluate the efficacy of the MS intern program.

Programs of Professional Preparation for Preliminary General Education Single Subject Intern

Santa Clara University

Santa Clara University (SCU) will offer a Single Subject (SS) intern program. The SCU program will prepare SS intern candidates with the knowledge, skills and dispositions to work effectively in diverse classroom settings. The SS intern program is aligned with the newly developed California Teaching Performance Expectations (TPEs) (adopted, June 2016). Moreover, the SS intern program is designed to be completed over a two-year period with frontloaded course work that prepares candidates before they take on teaching responsibilities. Coursework throughout the program is coupled with an intern practicum experience where SCU supervisors observe and provide feedback on intern candidates' development. A school mentor similarly provides feedback on the SS intern candidate's progress in meeting the TPEs. Both the SCU supervisor and school mentor will evaluate SS intern candidates' progress in illustrating the TPEs in their instruction. Teaching Performance Assessments 1-4, exit survey, student course grades, and candidate observation data are all used to monitor and evaluate the efficacy of the SS intern program.

Programs of Professional Preparation for Education Specialist: Early Childhood Special Education Intern

Los Angeles Unified School District (LAUSD)

The Los Angeles Unified School District's (LAUSD) District Intern program will provide an Early Childhood Special Education Preliminary Credential program that will prepare candidates with the necessary skills and knowledge to assume the duties of an Education Specialist teacher for Early Childhood. The program is aligned to the standards for the California Commission on Teacher Credentialing (CTC). This two-year program pairs academic knowledge of theory and skills with application experiences for Interns who will concurrently be teachers of record in an early education setting in LAUSD. Interns will participate in coursework that is directly tied to their

experiences in the classroom and to a theoretical base of Early Childhood Special Education. Initial coursework will build candidate knowledge in the areas of child development, theoretical, philosophical, legal, and empirical foundations conducted during the four week Pre-Service which participants are required to complete prior to entering their position as an intern. Upon entering the classroom, each intern will be assigned a like-credentialed mentor who will track the progress of the intern while providing essential support and feedback during the two year program. Interns will be evaluated by the instructional faculty throughout the two year program through their assignments which are rated based on the CTC standards. Site administrators will evaluate each candidate on their classroom effectiveness as they progress through the two year program. Interns who successfully complete the program and who receive satisfactory classroom evaluations will be recommended for a Preliminary Education Specialist credential in Early Childhood by the LASUD District Intern program at the end of the two-year period.

Programs of Professional Preparation for Pupil Personnel Services: School Social Work

California State University, Monterey Bay

Through the development of California State University, Monterey Bay's (CSUMB) interdisciplinary School Social Work program with the College of Education and Department of Social Work, candidates earning a Masters of Social Work (MSW) degree and a Pupil Personnel Services (PPS) Credential: School Social Work, will be trained and prepared to support the diverse needs of children in public schools. The delivery of services to candidates will be carefully planned and implemented in ways that are consistent with the Education Code. Each candidate will be ensured a highly individualized, relevant experience through ongoing, structured mentoring from a credentialed field instructor, mentorship, university coursework, and university/school district collaboration. Continued education opportunities and individualized support will be based on the results of candidate incoming self-assessment, field instructor/course instructor observations, and a review of the candidate course and field work. Candidates will be evaluated by the faculty as well as professionals in the field through their assignments as well as practicum evaluations. In addition to assessments within the coursework and practicum experiences, candidates will complete a Vignette Based Assessment and Comprehensive School Social Work Exam to establish clear competence of each of the necessary skills. Candidates who successfully complete the CSUMB program will be eligible for the Master of Social Work as well as a PPS Credential: School Social Work.

Humboldt State University

Candidates in Humboldt State University's Pupil Personnel Services Credential-School Social Work (PPSC-SW) program will demonstrate completion of 1,000 clock hours of field experience in a Council on Social Work Education accredited graduate social work program. Of the 1000 hours of field experience, at least 450 hours is school-based practice supervised by a credentialed practitioner, of which a minimum of 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. Candidates will demonstrate that their field experience included at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting which can include district services and programs or

alternative school settings. Candidates will be evaluated on a regular basis by university faculty instructors, and on-site field supervisors and through course grades and embedded assignments matched to program standards. The program will have a dedicated PPSC-SW Program Coordinator who will provide advising and psychosocial support to students, will serve as a liaison to school sites, will advocate for the PPSC-SW program within the Department of Social Work, and act as the department's representative to Humboldt State's Unit Assessment team. Candidates in the PPSC-SW program will have completed 60 units of coursework in advanced generalist practice and six additional units of specialized PPSC-SW instruction along with specific fieldwork requirements before being recommended for the PPS School Social Work credential.

Programs of Professional Preparation for Pupil Personnel Services: Child Welfare and Attendance

California State University, Monterey Bay

Through the development of California State University, Monterey Bay's (CSUMB) interdisciplinary School Social Work program with the College of Education and Department of Social Work, candidates earning a Masters of Social Work (MSW) degree will be eligible to earn the PPS Credential: Child Welfare and Attendance (CWA) authorization. Candidates will be trained and prepared to support the diverse needs of children in public schools. The delivery of services to candidates will be carefully planned and implemented in ways that are consistent with the Education Code. Each candidate will be ensured a highly individualized, relevant experience through ongoing, structured mentoring from a credentialed field instructor, mentorship, university coursework, and university/district collaboration. Continued education opportunities and individualized support will be based on the results of candidate incoming self-assessments, field instructor/course instructor observations, and a review of the candidate course and field work. Candidates will be evaluated by the faculty as well as professionals in the field through their assignments as well as practicum evaluations. In addition to assessments within the coursework and practicum experiences, candidates will complete a Vignette Based Assessment and Comprehensive Exam to establish clear competence of each of the necessary skills. Candidates who successfully complete the CSUMB program will be eligible for the Master of Social Work and the PPS Credential: Child Welfare and Attendance.

Programs of Professional Preparation for Administrative Services Clear Induction Credential

Corona-Norco Unified School District

The Corona-Norco Unified School District (CNUSD) Administrative Services Clear Induction Credential program will be purposeful and logically sequenced and include relevant job-embedded professional development to prepare new administrators with the knowledge and skills necessary to meet the California Professional Standards for Education Leaders (CPSELs). CNUSD will provide two years of coaching for each candidate, with the initial date of service to begin upon placement in an administrative position, but no later than one year from the activation of the preliminary credential. The district will provide trained administrator coaches who are committed to walking along side each new administrator to facilitate growth as they work through the complex and critical issues of public schooling. The coach's guidance and support will feature individualized, on-the-job facilitation with current real-life experiences

facilitating the development of an Individual Induction Plan to guide the candidate's questions about their practice. The CPSELS will be foundational for use with the candidate as they self-assess using a tool to measure candidate growth. All CNUSD candidates completing the Administrative Services Credential Clear Induction Program will demonstrate competence of Standard Five (CPSELS) proficiencies. A progress monitoring document will be used to record completion of all requirements. At the end of two years, only those candidates who have demonstrated competence, per a program completion rubric, will be recommended for their Administrative Services Clear Induction Credential by the Program Coordinator.

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 Induction Standards

The following programs have submitted all required documentation to transition General Education Induction programs to Teacher Induction programs. These institutions will be allowed to offer induction to individuals clearing either their general education or special education credentials.

Anaheim Elementary School District
Animo Leadership Charter High School
(Green Dot Public Schools)
Antioch University
Arcadia Unified School District
Baldwin Park Unified School District
Bellflower Unified School District
Ceres Unified School District
Chula Vista Elementary School District
Compton Unified School District
Encinitas Union School District
Escondido Union School District
Evergreen School District
Fairfield-Suisun Unified School District
Fullerton School District
Garden Grove Unified School District
Glendale Unified School District
Grossmont Union High School District
Hanford Elementary School District
Imperial County Office of Education
Keppel Union School District
La Mesa-Spring Valley Schools
Madera Unified School District

Manteca Unified School District
Merced County Office of Education
Milpitas Unified School District
Montebello Unified School District
Ontario-Montclair School District
Palo Alto Unified School District
Palos Verdes Peninsula Unified School
District
Paramount Unified School District
Pasadena Unified School District
Placentia-Yorba Linda Unified School
District
PUC Schools
Saddleback Valley Unified School District
San Francisco Unified School District
San Gabriel Unified School District
Sanger Unified School District
Sweetwater Union High School District
Torrance Unified School District
University of California, San Diego
Visalia Unified School District
Washington Unified School District

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.

University of California, Riverside

Education Specialist – Added Authorization: Early Childhood Special Education, effective August 15, 2017.

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.

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.)

University of California, Riverside

General Education (Multiple Subject/Single Subject) Clear Credential Program, effective August 7, 2017.

Pacific Union College

General Education MS/SS Induction Program, effective August 7, 2017.

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.