

Report of Program Accreditation Recommendations

November 17, 2017

Overview

This report is divided into two parts: Part 1 includes are items for action by the COA which include program approvals for new programs, requests to withdraw (including automatic withdrawals) and requests to reactivate inactive programs..

Part 2 provides information on programs that have transitioned to revised program standards, and programs that have elected to change to inactive” status. These items are for notification and require no action by the COA.

Part 1

The following items call for action by the Committee on Accreditation:

Staff Recommendation

That the Committee on Accreditation grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers, (B) take action to withdraw the following preparation programs as requested by the institution, and (C). take action to reactivate the program as requested (D), and

A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for Teacher Induction

University of Southern California

The University of Southern California (USC) Induction program is a two-year job-embedded hybrid online program that will use an inquiry approach to instruction. The curriculum will introduce Participating Teachers (PTs) to concepts aligned to the California Standards for the Teaching Profession (CSTP). PTs will receive weekly and on-going personalized coaching, mentoring and support from a Support Provider (SP) who holds the same credential as the PT and who has the same grade level/content expertise. Throughout the program, PTs will receive guidance from SPs as they use formative and summative assessment tools, such as: Lesson Observations tools, teaching videos, Diagnostic Reflection Tool (DRT) and the CSTP Rubric (both tools are aligned to the CSTP standards), one-on-one debriefing conversations, reflection narratives to collaboratively assess and monitor their goals for their Individualized Learning Plans (ILPs) and to meet their professional goals. SPs will use data collected from these tools and conversations to complete the interim and summative assessments at the end of Year 1 and at the end of Year 2 for all PTs. The program director will review all interim and summative assessments and submit the summative assessment form to the USC credential analyst to process the official recommendation to the Commission.

Program(s) of Professional Preparation for Administrative Services Clear Induction Credential

Capistrano Unified School District

The Capistrano Unified School District Administrative Services Credential Clear Induction program (CUSD ASCC Induction) is a two-year, job-embedded, and individualized program which offers support and guidance to novice educators with a Preliminary Administrative Services Credential (PASC). Newly hired or promoted CUSD administrators in possession of a PASC will be made aware of the CUSD ASCC Induction program and enrollment in an Induction program may occur upon hire but will occur no later than one year from the activation of the preliminary credential. CUSD ASCC Induction candidates will participate in professional learning opportunities provided by CUSD as well as district partners and administrative organizations. Enrolled candidates will also be paired with a qualified and trained coach who will support and guide their candidate as they work toward growth and competency of the California Professional Standards for Education Leaders (CPSEL). Documentation of CPSEL growth and competency will be evident through candidate use of Initial Self Assessments, Individual Induction Plans (IIPs), and Summative Assessments. CUSD program staff and the program coordinator will complete progress monitoring activities throughout each year of the Induction program to ensure proper support systems are in place. Upon two years of participation in the CUSD ASCC Induction program, evidence of growth and competency toward the CPSEs, review of the IIPs and Summative Assessments, documented participation in required professional development, and approval of the CUSD Educator Development Advisory Board, candidates will be recommended for a Clear Administrative Services Credential.

Program(s) of Professional Preparation for Education Specialist Mild/Moderate Intern

Placer County Office of Education

The Placer County Office of Education Mild/Moderate Intern program design focuses on the Teacher Performance Expectations (TPEs), and aligns with the California Standards for the Teaching Profession (CSTPs), state-adopted intern pre-conditions, and K-12 state standards and content frameworks to optimize the learning experience and will ensure that candidates systematically meet content and performance expectations. Participants will experience a sequence of opportunities to process new ideas through dialogue with others, examination of the concepts/skills in context, application of learning to one's own practice, and reflection on results. The program integrates theory and fieldwork practice for teachers of record allowing the teacher candidates to earn units for successful completion of program components. Teacher candidates will work with faculty supervisors to design an Individual Learning Plan (ILP) that allows for multiple points of entry specific to address individual needs. Each candidate will receive early and continuous advisement and guidance with early field experiences aligned to the inquiry process. Program components include interactive course work, course specific fieldwork, reflective journals, formative and summative assessment, and the support of a faculty supervisor and district coach.

B. 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.)

La Sierra University

General Education (Multiple/Single Subject) Induction Program, effective December 31, 2017

California Lutheran University

Education Specialist (Level II) Moderate/Severe Program, effective November 17, 2017

Education Specialist (Level II) Mild/Moderate Program, effective November 17, 2017

Education Specialist (Level II) Deaf and Hard of Hearing Program, effective November 17, 2017

California State University, Dominguez Hills

Education Specialist – Added Authorization: Autism Spectrum Disorder, effective November 17, 2017

California State University, Fresno

Single Subject – Business Program, effective January 1, 2018.

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 – *application*.

Argosy University

Preliminary Multiple Subject Credential Program

Preliminary Single Subject Credential Program: Art

Preliminary Single Subject Credential Program: Business

Preliminary Single Subject Credential Program: English

Preliminary Single Subject Credential Program: Health

Preliminary Single Subject Credential Program: Home Economics

Preliminary Single Subject Credential Program: Mathematics

Preliminary Single Subject Credential Program: Music

Preliminary Single Subject Credential Program: Physical Education

Preliminary Single Subject Credential Program: Science

Preliminary Single Subject Credential Program: Social Science

Preliminary Single Subject Credential Program: World Languages

Concordia University Irvine
Single Subject Intern Program

Alliant International University
Clear Education Specialist Credential Program, effective January 30, 2018.

C. 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 updates 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 reactivate 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.

San Francisco State University
General Education Induction Program

King Chavez Neighborhood of Schools
General Education Induction Program

Part 2

The following items are for notification purposes only:

D. 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 Union High School District
Escondido Union High School District
Greenfield Union School District
South San Francisco Unified School District
California State University, Dominguez Hills
CalState TEACH

The following programs have submitted all required documentation to transition Education Specialist 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.

California State University, Long Beach
California State University, Monterey Bay
Sonoma State University

The following programs have submitted all required documentation to transition Education Specialist Induction programs to Teacher Induction programs. These institutions intend to serve, and will only be allowed to offer induction to individuals clearing *special education credentials*.

California State University, Fresno
Santa Clara County Office of Education
San Jose State University

E. 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.

California State University, San Bernardino
Reading and Literacy Specialist, effective November 17, 2017

San Francisco State University

Clear Education Specialist Credential Program, effective March 1, 2018