

# Report of Program Accreditation Recommendations

## February 2018

### 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 Education Specialist Mild/Moderate Intern

##### ***Davis Joint Unified School District***

*The Davis Joint Unified School District Education Specialist Mild/Moderate Intern program is designed to prepare candidates with essential skills, core knowledge, and teaching pedagogy to assume the duties and responsibilities of a full-time Education Specialist teacher in California. The program will offer candidates a sequential, comprehensive preparation program that integrates educational theory, clinical practice and practical application. Pre-service courses will focus on foundations of teaching and learning, instructional technology, classroom management, reading and language arts, best practices for Education Specialists, cognitive science and teaching, curriculum, instruction, and assessment, human development and typical/atypical behaviors, and teaching English learners. The curriculum within the program will spiral throughout each semester and is designed so candidates will revisit topics and content more in-depth as they gain more contextual knowledge and experience in teaching. Candidates will be assessed for proficiency in pedagogical knowledge through their understanding and application of the Teacher Performance Expectations (TPEs). Within the Intern program, emphasis will be placed on developing candidates to become reflective practitioners, therefore assessments will be designed with a combination of external assessment and candidate self-assessment. External assessment*

*will occur through TPE and California Standards for the Teaching Profession (CSTP) focused field observations, course assessments, ongoing, embedded coursework assignments, capstone projects, and field supervision observation feedback. Candidate self-assessment occurs through Individualized Learning Plans and self-assessment based on the Continuum of Teacher Practice.*

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

***Davis Joint Unified School District***

*The Davis Joint Unified School District Education Specialist Moderate/Severe Intern program is designed to prepare candidates with essential skills, core knowledge, and teaching pedagogy to assume the duties and responsibilities of a full-time Education Specialist teacher in California. The program will offer candidates a sequential, comprehensive preparation program that integrates educational theory, clinical practice and practical application. Pre-service courses will focus on foundations of teaching and learning, instructional technology, classroom management, reading and language arts, best practices for Education Specialists, cognitive science and teaching, curriculum, instruction, and assessment, human development and typical/atypical behaviors, and teaching English learners. The curriculum within the Intern program will spiral throughout each semester and is designed so candidates will revisit topics and content more in-depth as they gain more contextual knowledge and experience in teaching. Candidates will be assessed for proficiency in pedagogical knowledge through their understanding and application of the Teacher Performance Expectations (TPEs). Within the Intern program, emphasis will be placed on developing candidates to become reflective practitioners, therefore assessments are designed with a combination of external assessment and candidate self-assessment. External assessment will occur through TPE and California Standards for the Teaching Profession (CSTP) focused field observations, course assessments, ongoing, embedded coursework assignments, capstone projects, and field supervision observation feedback. Candidate self-assessment will occur through Individualized Learning Plans and self-assessment based on the Continuum of Teacher Practice.*

### **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.)*

#### **Fresno Pacific University**

Education Specialist (Level II) Moderate/Severe Program, effective March 1, 2018

Education Specialist (Level II) Mild/Moderate Program, effective March 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*.

### **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 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 San Francisco**

Preliminary Administrative Services, effective February 23, 2018

## **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.

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.

### **Lodi Unified School District**

### **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, East Bay**

Early Childhood Special Education – Added Authorization, effective February 24, 2018

#### **Pepperdine University**

Preliminary Administrative Services, effective February 24, 2018

#### **University of California, Los Angeles**

Early Childhood Special Education – Added Authorization, effective March 1, 2018

Emotional Disturbance – Added Authorization, effective March 1, 2018

Education Specialist Mild/Moderate Intern Program, effective March 1, 2018

Multiple Subject Intern, effective March 1, 2018

Single Subject Intern English, effective March 1, 2018

Single Subject Intern Mathematics, effective March 1, 2018

Single Subject Intern Music, effective March 1, 2018

Single Subject Intern Physical Education, effective March 1, 2018

Single Subject Intern Science, effective March 1, 2018

Single Subject Intern Social Science, effective March 1, 2018

Single Subject Intern World Languages, effective March 1, 2018

#### **San Diego State University**

School Nurse, effective May 31, 2018

*Autism Spectrum Disorders – Added Authorization, effective July 31, 2018*



July 31, 2017

To the Committee on Teacher Credentialing:

On behalf of the University of San Francisco, School of Education, I am writing to express my full support and excitement for the launch of our revised Administrative Services Credential. As you are aware, we had put the program on hiatus for a number of years to make sure that the content and purpose aligned with both the standards and guidelines of the CTC, as well as the mission of our School. In efforts to address the myriad of issues that school leaders face in the field, the Department of Leadership Studies in the School of Education at the University of San Francisco has redesigned its historic Tier I Administrative Services Credential program. The new program design reflects the following adjustments:

- A Social Justice Emphasis aligned with the strategic plan of the School of Education
- Revisions and new courses grounded in contemporary school leadership challenges
- 30 Units for MA degree standards
- Summer-to-Summer design
- Integrated *Human Resources, Budget & Finance, and Education & Law* to reflect the intersectionality present in the field.
- Change from a 2 -year program to a Summer- to-Summer Intensive Program
- Easier integration of our Catholic Educational Leadership students.

We appreciate the CTC's ongoing support of our programs and grateful for your close collaboration. We look forward to working with you as we re-start the Administrative Services Credential program.

Sincerely,

Shabnam Koirala Azad  
Dean, School of Education  
University of San Francisco