

Report of Program Accreditation Recommendations

August 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) take action to grant Initial program approval for new program sponsors, (E) be informed about the transition of professional preparation program(s), and be informed of programs requesting to move to inactive status (F).

A. Programs for Approval by the Committee on Accreditation

Programs of Professional Preparation for Bilingual Authorization

Sonoma State University

The Sonoma State University (SSU) Bilingual Authorization program will be housed in the Literacy Studies and Elementary Education (LSEE) department within SSU’s School of Education. The program will offer multiple pathways for completion, including a 4-year integrated teacher education program and a traditional post-baccalaureate program. The program begins with foundational courses that address bilingual/multilingual education, multicultural education, and questions of agency and identity in public schools. These courses help the candidate acquire the conceptual framework and language for understanding and developing linguistically and culturally appropriate curriculum and pedagogy in future coursework and fieldwork. Together, these foundational courses provide specific primary and target language development and a coherent theoretical foundation for the subject areas to be addressed in later courses. Coursework and assessment within the program address the domains of the knowledge, skills, and abilities (KSAs) for Bilingual Methodology and Culture at multiple points. Significant overlap exists between courses as the content spirals outwards and toward deeper understanding.

Additionally, candidates access and develop the KSAs through their coursework in Spanish, Education, and Chicano and Latino Studies. The program will assess language competency in Spanish through coursework, assessments, and evaluation by experts at multiple points during the program. Candidates may also satisfy the language competency requirement by exam, CSET: Spanish subtest III.

Programs of Professional Preparation for Administrative Services Credential Clear Induction

Hanford Elementary School District

The Hanford Elementary School District's (HESD) Administrative Services Credential Clear Induction Program is a comprehensive coaching based program that builds beginning administrators' capacities to demonstrate administrative, operational knowledge and skills and dispositions needed to effectively lead, manage, and improve educational organizations. Each candidate will be assigned a well-matched coach with extensive training in mentoring and coaching as well as public school administrative experience that will facilitate the candidate's inquiry process, growth through formative assessment and acquisition of skills, based on the California Professional Standards for Education Leaders (CPSEL). The candidate and coach will work through formative assessment, engage in rich conversations about practice, professional development, observation feedback and growth using the CPSELS. Candidates will be supported to become "reflective practitioners" and gain knowledge about their ability to identify and clarify their own professional goals. By using the Descriptions of Practice Self-Assessment of Leadership Skills Document, based on the CPSELS, throughout the two-year program, candidates will continually monitor their own growth. At the end of the two-year program, the program director and the coaches will meet to review each candidate's progress and level of competency which will be assessed through multiple measures including the following: self-assessments with input from the coach to measure proficiency growth on the CPSELS; an examination of the candidate's success in reaching goals on the IIP; participation in the coaching process; a record of artifacts, evidence, and documents providing examples of candidate's efforts and accomplishments; a record of completion of 20-30 hours annually of professional development seminars and training(s); self-assessment in written reflections; and an e-Portfolio evaluation review. Upon successful review of the above, the program director and the evaluating coaches will collaboratively verify that the candidate has met all program expectations and developmental objectives included in the Individual Induction Plan and has demonstrated competency necessary to lead, manage, and improve educational organizations.

Sutter County Superintendent of Schools

The Sutter County Superintendent of Schools (SCSOS) Administrative Services Clear Induction program will be a two-year program with three major components: individualized coaching, professional learning tied to the California Professional Standards for Educational Leaders (CPSEL), and Individual (job embedded) Learning Plans (ILPs). With assistance from their coach, candidates will pre-assess themselves on the CPSELS, and then craft their ILP based on the CPSELS within the context of their assignment. Candidates will complete CPSEL self-assessments based on the Descriptions of Practice (DOP). Candidates will complete a series of modules as they progress through the program. Upon program completion, candidates will have self-reflected,

observed and documented evidence in each standard that will demonstrate the candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.

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.)

Argosy University *closes institution

Preliminary Administrative Services, effective August 31, 2018

California State University, Northridge

Specialist Teaching Reading and Literacy Added Authorization, effective August 7, 2018

Preliminary Single Subject Business Traditional and Intern, effective August 7, 2018

Rowland Unified School District *closes institution

Clear General Education (MS/SS) Induction, effective August 6, 2018

San Diego Unified School District

Preliminary Multiple Subject Intern, effective August 7, 2018

Education Specialist Mild/Moderate Intern Level II, effective August 6, 2018

Preliminary Single Subject Intern – All Subject Areas, effective, August 6, 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.

No programs requesting reactivation.

D. Initial Program Approval for New Program Sponsors

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process.

Staff recommends that the Committee on Accreditation grant initial accreditation for:

University of California, Merced (see agenda insert)

Preliminary Multiple Subject/Single Subject Credential Program

Part 2

The following items are for notification purposes only:

E. 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.

No programs requesting to transition.

F. 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.

Azusa Pacific University

Teacher Induction, effective August 13, 2018

California State University, Bakersfield

Education Specialist Added Authorization: Autism Spectrum Disorder, effective August 7, 2018

Dos Palos Oro Loma Joint Unified School District

Teacher Induction, effective August 7, 2018