

Discussion of the 7th Year Report from San Diego State University June 2020

Overview

This report provides information for discussion by the Committee on Accreditation (COA) of the 7th year report from San Diego State University.

Staff Recommendation

There is no action required on this item. Staff recommends acceptance of the San Diego State University 7th year report.

Background

The accreditation site visit to San Diego State University was held on February 24-27, 2019. The report from that site visit with the site visit team's findings and accreditation recommendation was presented to the COA at its June 2019 meeting. The findings of the site visit team were that all Common Standards were met and that program standards for 14 of the institution's 16 programs were met. The Preliminary Multiple Subject and Single Subject programs each had one standard that was met with concern which was Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs). The accreditation status granted to the institution by the COA was **Accreditation (with a 7th Year Report)**. The full accreditation report is available here: [San Diego State University Accreditation Report 2019](#).

The focus of the 7th year report was to be demonstration of how the institution's Preliminary Multiple Subject and Single Subject credential programs, including Intern, are organizing coursework and clinical practice to provide candidates with multiple opportunities to learn, apply, and reflect on all components of the TPEs, specifically those related to digital literacy and the use of technology, and applying UDL, MTSS, and candidate knowledge of students' IEPs and 504s to planning instruction and assessment.

Summary of the 7th year report from San Diego State University

San Diego State University (SDSU) provided status updates and outlines of the report as requested by Commission staff, and submitted a full report for staff review on June 1, 2020. The report was divided in two sections: one addressing the concerns around course content on digital literacy and the use of technology, and one addressing the concerns about applying UDL, MTSS, and candidate knowledge of students' IEPs and 504s to planning instruction and assessment. The 356-page report relied heavily on extensive evidence and included only the most necessary narrative. Updated course syllabi with identified assignments, agendas and presentation materials from workshop offered to both faculty and candidates, surveys from student teaching seminars, and links to content and resources added to courses all verify where the institution is addressing the concerns of the site visit team. Narrative in the report highlighted that methods faculty are teaching class sessions in the educational technology lab

classroom which was designed with input from local school teachers, teacher leaders, and faculty with expertise in educational technology to ensure that it reflects the technology currently in use in classrooms. Narrative also pointed out that a course on teaching reading and language is taken by general education and education specialist candidates together and co-taught or team taught by faculty from both programs. The full 7th Year report is available here: [San Diego State University 7th Year Report](#).

After review of the submitted documentation which responds to the concerns of the site visit team, staff recommends acceptance of San Diego State University's 7th year report.