

Report of Program Accreditation Recommendations October 2020

Overview

This report provides a summary for institutions requesting approval for new programs.

Staff Recommendation

That after discussion with the program sponsors and after review of the BIR review of the program as well as documentation from the institution submitting the proposal, the Committee on Accreditation grants initial accreditation for the following programs.

Preliminary Education Specialist Mild/Moderate Intern

Kings County Office of Education

The Kings County Office of Education (KCOE) Education Specialist Mild/Moderate program is designed to build the capacity of future teachers to meet the diverse needs of all students in the classrooms of Kings County and beyond. The program was founded in 2020 after consulting with the districts KCOE serves. A common need for additional credentialed teachers of special education (mild/moderate) was identified. In order to best serve the educational community and student population, the KCOE internship program was created. After completion of the required 120 hours of pre-service through KCOE or another accredited program, KCOE education specialist intern candidates will participate in a two year, four semester program which includes research based courses that will assess pedagogical knowledge through their understanding and application of the Teaching Performance Expectations (TPE). Candidates will teach full time providing inclusive and equitable instruction while earning their credential in a hybrid program including both face-to-face and online classes, although the first cohort of interns will only be virtual. Candidates will engage in course specific fieldwork and have opportunities to observe instruction. External assessments, including TPE focused fieldwork observations and feedback, and self assessments through Individualized Learning Plans, self placement on the Continuum of Teaching Practice, and video self-observations and/or mock meetings will develop their reflective practices. Trained and experienced field supervisors and site/district mentors will be assigned to support the application of learning to the classroom. 144 hours of yearly general supervision and support and 45 hours of yearly English language learner supervision and support will be provided by fieldwork supervisors and site mentors through formal and informal observations, coaching conversations, and regular meetings.

Program submission documents with reviewer feedback: [Kings County Office of Education Preliminary Education Specialist Mild/Moderate, Intern](#)

Preliminary Education Specialist Moderate/Severe Intern

Kings County Office of Education

The Kings County Office of Education (KCOE) Education Specialist Moderate/Severe Intern program is designed to build the capacity of future teachers to meet the diverse needs of all students in the classrooms of Kings County and beyond. The program was founded in 2020 after consulting with the districts KCOE serves. A common need for additional credentialed teachers of special education (moderate/severe) was identified. In order to best serve the educational community and student population, the KCOE intern program was created. After completion of the required 120 hours of pre-service through KCOE or another accredited program, KCOE education specialist intern candidates will participate in a two year, four semester program which includes research based courses that will assess pedagogical knowledge through their understanding and application of the Teaching Performance Expectations (TPE). Candidates will teach full time providing inclusive and equitable instruction while earning their credential in a hybrid program including both face-to-face and online classes, although our first cohort of interns will only be virtual. Candidates will engage in course specific fieldwork and have opportunities to observe instruction. External assessments, including TPE focused fieldwork observations and feedback, and self assessments through Individualized Learning Plans, self placement on the Continuum of Teaching Practice, and video self-observations and/or mock meetings will develop their reflective practices. Trained and experienced field supervisors and site/district mentors will be assigned to support the application of learning to the classroom. 144 hours of yearly general supervision and support and 45 hours of yearly English language learner supervision and support will be provided by fieldwork supervisors and site mentors through formal and informal observations, coaching conversations, and regular meetings.

Program submission documents with reviewer feedback: [Kings County Office of Education Preliminary Education Specialist Moderate/Severe, Intern](#)

Preliminary Multiple Subject Intern

Kings County Office of Education

The Kings County Office of Education (KCOE) Multiple Subject credential Intern program is designed to build the capacity of future teachers to meet the diverse needs of all students in the classrooms of Kings County and beyond. The program was founded in 2020 after consulting with the districts KCOE serves. A common need for additional multiple subject credentialed teachers was identified from data collected in the county. In order to best serve the educational community and student population, the KCOE Intern program was created. After completion of the required 120 hours of pre-service through KCOE or another accredited program, KCOE multiple subject intern candidates will participate in a two year, four semester program that includes research based courses that will assess pedagogical knowledge through their understanding and application of the Teaching Performance Expectations (TPE). Candidates will teach full-time providing inclusive and equitable instruction while earning their credential in a hybrid program including both face-to-face and online classes, although the first

cohort of interns will only be virtual. Candidates will engage in course specific fieldwork and have opportunities to observe instruction. External assessments, including TPE focused fieldwork observations and feedback, and self-assessments through Individualized Learning Plans, self-placement on the Continuum of Teaching Practice, and video self-observations will develop their reflective practices. Trained and experienced field supervisors and site/district mentors will be assigned to support the application of learning to the classroom. 144 hours of yearly general supervision and support and 45 hours of yearly English language learner supervision and support will be provided by fieldwork supervisors and site mentors through formal and informal observations, coaching conversations, and regular meetings.

Program submission documents with reviewer feedback: [Kings County Office of Education Preliminary Multiple Subject, Intern](#)

Preliminary Administrative Services Credential

Los Angeles Unified School District

Los Angeles Unified School District (LAUSD) is the second largest public-school district in the nation. It serves a diverse population which speaks 94 languages other than English and 75% of students come from low-income households. There is a need to actively recruit, prepare, and support new administrators to meet the needs of the school communities Los Angeles Unified serves. Los Angeles Preliminary Administrative Services Credential (LAPASC) seeks to create a pipeline of high quality, equity driven leaders to serve the students of LAUSD. Integrating the learning from the field and current leadership theory, LAPASC is a 1-year program which prepares candidates in four instructional blocks: Instructional Leadership, Change Leadership, Systems and Operational Leadership and Vision/Community Leadership. Throughout the LAPASC program candidates will be introduced, can practice and be assessed on each of the California Administrator Performance Expectations (CAPE). LAPASC has a coherent and progressive curriculum that embeds fieldwork experiences, using formative and summative assessments, which are fully aligned with the CAPE. Each program assignment and experience prepare candidates to successfully complete all three CalAPA cycles. LAPASC candidates will be supported, guided, and assessed individually and as a cohort, by experienced, highly qualified leaders/administrators who have led LAUSD schools. LAPASC will verify candidates meet all program requirements for coursework, fieldwork, and pass Commission-approved CalAPA cycles prior to being recommended for a credential.

Program submission documents with reviewer feedback: [Los Angeles Unified School District Preliminary Administrative Services](#)

Pupil Personnel Services: School Social Work

California State University, San Marcos

The California State University San Marcos (CSUSM) Department of Social Work proposes to offer the Pupil Personnel Services credential in School Social Work (PPS-SSW) in partnership with the School of Education. CSUSM Department of Social Work, along with the active

involvement of the regional practitioners in North San Diego County, determined this need. The K-12 school districts in the local and surrounding areas throughout San Diego and Riverside counties will benefit with the PPS-SSW option to address the increasing mental and behavioral health needs of students and families in the area. The Master of Social Work (MSW) program at California State University San Marcos is a fully accredited program by the Council on Social Work Education (CSWE) since 2013, and offers a specialization in advanced generalist practice, with program emphases available in children, youth, and family, and behavioral health. As the only social work program in North San Diego County, it is positioned to meet the growing need for school social workers. The MSW program requires the completion of 60-units of CSWE accredited coursework, the PPS-SSW will implement two courses focused explicitly on school social work and specified internship training and hours in school social work settings. As a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI), the MSW program is also very diverse, with over 70% of MSW candidates being students of color.

Candidates for the PPS credential in School Social Work will be assessed in all courses on the standards associated with each course through assignments, readings, and activities that are aligned to the competency standards. Fieldwork will be assessed in a comprehensive skills evaluation and completion of the PPSC Activities Checklist. Both are aligned to the PPS Generic Standards and School Social Work Specialization Standards. Continuous and ongoing program evaluation and renewal is built into the CSUSM MSW assessment plan and will be reviewed and reported on annually by CSUSM Department of Social Work. Additional data sources include a candidate internship evaluation, evaluation of field instructor experience, course evaluations, and program implicit curriculum surveys. In order to maintain this data collection, to provide oversight to the program, and to advise students, the department will designate/hire a part-time faculty member to act as PPS-SSW Program Coordinator.

Program submission documents with reviewer feedback: [California State University, San Marcos Pupil Personnel Services: School Social Work](#)

Pupil Personnel Services: Child Welfare and Attendance

California State University, San Marcos

The PPS credentials in School Social Work and Child Welfare and Attendance will be offered conjointly in the Department of Social Work as a program option within the Master of Social Work Program. The Specialization Standards for Child Welfare and Attendance are fully addressed through the 60-unit CSWE accredited curriculum, which will include two school social courses focused explicitly on advanced micro and macro social work practice in schools, and specific internship training and hours in child welfare and attendance settings.

Candidates for the PPS credential in Child Welfare and Attendance will be assessed in all courses on the standards associated with each course through assignments, readings, and activities that are aligned to the competency standards. Fieldwork will be assessed in a comprehensive skills evaluation and completion of the PPSC Activities Checklist. Both are aligned to the PPS Generic Standards and School Social Work Specialization Standards.

Continuous and ongoing program evaluation and renewal is built into the CSUSM MSW assessment plan and will be reviewed and reported on annually by CSUSM Department of Social Work. Additional data sources include a candidate internship evaluation, evaluation of field instructor experience, course evaluations, and program implicit curriculum surveys.

Program submission documents with reviewer feedback: [California State University, San Marcos Pupil Personnel Services: Child Welfare and Attendance](#)

Adding Intern Pathway to Existing Pupil Personnel Services- School Counseling Program

St. Mary's College of California

The full-time PPS School Counseling program at St. Mary's College of California can be completed in 2 or 3 years. The students would enter the internship in their supervised fieldwork placement year, which might be year 2 or year 3, depending on the plan of study that the student chooses. By this time the students would have completed two years of full time, core and specialization related counseling coursework, totaling at least 48 units. They would also have completed a 100-hour practicum prior to beginning the field placement and internship.