

Actions Taken to Address Stipulations from Claremont Graduate University May 2023

Overview of this Report

This report provides information on the report submitted by Claremont Graduate University (Claremont) addressing stipulations resulting from their Spring 2022 accreditation site visit. A copy of the [Stipulations Report provided by Claremont Graduate University](#) was submitted in March 2023. The Stipulations Report includes the institution's response to actions taken with links to supporting evidence. A summary of Claremont Graduate University's Stipulations Report can be found on subsequent pages of this report.

Staff Recommendation

Staff recommends that the Committee on Accreditation:

- accept Claremont Graduate University's stipulations report,
- make a motion to remove all three stipulations,
- change Claremont Graduate University's accreditation status from **Accreditation with Stipulations** to **Accreditation**

Background

Claremont Graduate University's Accreditation Site Visit took place February 27 – March 2, 2022. [Claremont Graduate University's Accreditation Site Visit Report](#) was presented to the Committee on Accreditation (COA) at its May 2022 meeting. Upon hearing the site visit report, the COA took action to grant an accreditation status of **Accreditation with Stipulations** for Claremont Graduate University. The stipulations are listed below:

That within one year, the institution provides:

- 1) Evidence that the following portion of Preliminary Education Specialist Moderate/ Severe Specialty Standard 4: Assessment, Program Planning, and Instruction* is being introduced, practiced, and assessed:
 - a. Candidates demonstrate the ability to utilize strengths-based functional/ ecological assessments across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards-based curriculum, and progress toward IEP goals and objectives.

* Note: This standard will be addressed in the Education Specialist 2018 TPE EX4.8, EX5.1, and MM4.7 as the program transitions to the new program standards and TPEs effective July 1, 2022.
- 2) Evidence that the following portions of Preliminary Education Specialist: Moderate/ Severe Specialty Standard 5: Movement, Mobility, Sensory, and Specialized Health Care* are being assessed:
 - a. Specifically, (a) each candidate demonstrates knowledge of and ability to support the movement, mobility, and sensory needs required for students to participate fully in classrooms, schools, and the community, and (b) candidates

use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.

* Note: This standard will be addressed in the Education Specialist 2018 TPEs EX2.1, EX2.6, and MM2.2 as the program transitions to the new program standards and TPEs effective July 1, 2022.

- 3) Evidence that the following portion of Teacher Induction Standard 4: Qualifications, Selection and Training of Mentors is addressed through the demonstration of systematic implementation of differentiated plans for Induction Support Provider (ISP) training including:
 - a. Best practices in adult learning

Summary of Claremont Graduate University's Stipulations Report: Actions to Address Stipulations since May 2022

Stipulation #1:

Evidence that the following portion of Preliminary Education Specialist Moderate/ Severe Specialty Standard 4: Assessment, Program Planning, and Instruction is being introduced, practiced, and assessed:*

- (a) Candidates demonstrate the ability to utilize strengths-based functional/ ecological assessments across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards-based curriculum, and progress toward IEP goals and objectives.*

** Note: This standard will be addressed in the Education Specialist 2018 TPE EX4.8, EX5.1, and MM4.7 as the program transitions to the new program standards and TPEs effective July 1, 2022.*

Stipulation #2:

Evidence that the following portions of Preliminary Education Specialist: Moderate/ Severe Specialty Standard 5: Movement, Mobility, Sensory, and Specialized Health Care are being assessed:*

- (a) Specifically, (a) each candidate demonstrates knowledge of and ability to support the movement, mobility, and sensory needs required for students to participate fully in classrooms, schools, and the community, and (b) candidates use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.*

** Note: This standard will be addressed in the Education Specialist 2018 TPEs EX2.1, EX2.6, and MM2.2 as the program transitions to the new program standards and TPEs effective July 1, 2022.*

In response to Stipulation #1 and Stipulation #2, Claremont Graduate University's Special Education Program Coordinator met with course instructors to review courses, course learning outcomes, assignments, and corresponding scoring rubrics. Additionally, adjunct instructors and Clinical Faculty Advisors, who provide clinical support to all Education Specialist candidates, participated in 12 hours of professional development opportunities to deepen their knowledge, teaching, and application of the TPEs noted above that corresponded to the previous Preliminary Education Specialist: Moderate/ Severe Specialty Standards 4 and 5. Claremont Graduate University provided meeting agendas in the Stipulations Report linked above.

Also in response to the stipulations, Claremont Graduate University revised three Special Education seminar courses, required of all Education Specialist candidates, to ensure the TPEs noted in the stipulations above are addressed. The three courses that were revised are listed below and these three courses will begin in late Spring 2023:

- a. EDUC 338: Humanizing Special Education: Designing Student-Centered IEPs with a Focus on Behavior and Transition
- b. EDUC 368: Collaboration in SPED-An Ecological Model

c. EDUC 339: Humanizing Assessment Practices-Leverage Critical Social Justice in Special Education

Claremont Graduate University provided a detailed description of the changes along with revised syllabi and selected course assignments as evidence of these revisions. These details on the revisions to the courses and the respective assignments and assessments that will be used to introduce, practice, and assess these competencies are available in the Stipulations Report.

Additionally, in Summer 2022, Claremont Graduate University's Teacher Education Program (TEP) faculty and special education adjunct professors attended an all-day summit hosted by the Thompson Policy Institute on Disability and Cal EPIC that highlighted the themes of person/family-driven planning, social justice and special education, access and equity, special education laws, conflict resolution strategies, collaboration, and partnerships between and among constituents, and assessment practices for students with disabilities. During the summer, CGU's TEP faculty consulted with Thompson Policy Institute on Disability and Cal EPIC regarding professional development opportunities specific to person/family-driven planning. The entire CGU TEP team, including all Special Education adjunct instructors and Clinical Faculty Advisors, subsequently attended a two-hour professional development facilitated by the Institute.

Recommended Action

Commission staff recommend removal of Stipulation #1 and Stipulation #2.

Stipulation #3:

Evidence that the following portion of Teacher Induction Standard 4: Qualifications, Selection and Training of Mentors is addressed through the demonstration of systematic implementation of differentiated plans for Induction Support Provider (ISP) training including:

(a) Best practices in adult learning

The Induction Support Providers (ISPs) engaged in six hours of professional learning in Fall 2022 and will engage in six additional hours of professional learning in Spring 2023. During the first session, which was the Induction Support Provider Orientation held in September 2022, Claremont personnel introduced Adult Learning Theory principles – specifically, Motivation, Experiential, Problem-Solving, and Value. After these principles were introduced, the focus on using Adult Learning Theory as a frame to support participating teachers (candidates) was discussed. For example, ISPs were provided with example conversation starters to use when supporting their participating teacher that align with the four Adult Learning Theory principles noted above. ISPs were encouraged to use conversation starters to support participating teachers' sense of motivation, tap into their experience, engage them in problem-solving, and help them reflect on the value of learning to initiate the ILP inquiry process.

Recommended Action

Commission staff recommend removal of Stipulation #3.