

Report of Program Accreditation Recommendations October 2023

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.

Designated Subjects: Career Technical Education

California State University, Sacramento (Sacramento State)

The Teaching Credentials department in the College of Education at Sacramento State prepares teachers and leaders to be agents of change, committed to social justice, equity and inclusion in culturally and linguistically diverse schools and communities. In the Career Technical Education (CTE) program, course content will be interdisciplinary, with contributions from professional settings in relevant industry sectors as well as theoretical frameworks from research on teacher education. The program emphasizes coherence across and between courses and teaching experience, using collaborative planning to ensure that key program elements are aligned. Candidates in the CTE program will be assessed in each course and in their teaching experience using a range of assessments (personal reflections, graded assignments, Ebinders/portfolios, site visits/observations) that align to the CTE program standards and the California Standards for the Teaching Profession. Candidates will be supported by feedback from course instructors on formative and summative assessments, appropriate site supervisors that will be assigned to them, advising from the CTE program coordinator, and other campus resources for health/wellness, disabilities access, and basic needs support.

Link to program documents: [Sacramento State Designated Subjects: CTE*](#)

*Please note: For those users already signed into a different Microsoft Office365/SharePoint account, please select "other account," use another web browser, or use incognito mode. Then, type coe-accred@csus.edu. It should then redirect you to Sac State's portal where you enter the username and password noted below:

Use the following information to access the submission:

Username: coe-accred

Password: sacstate2023

Bilingual Authorization: Spanish

Santa Barbara County Education Office

The Santa Barbara County Education Office (SBCEO) currently offers a Teacher Induction Program (TIP), Preliminary Administrative Services Credential (PASC), and the Clear Administrative Services Credential (CASC). SBCEO proposes to add the Bilingual Authorization Program (BAP) to address the growing demand for highly qualified bilingual teachers in the county and state.

The BAP in Spanish is a two-term program for in-service teachers who are interested in adding a bilingual authorization to their credentials to teach in bilingual/biliteracy classrooms. The program begins during the summer with coursework and ends in either fall or spring term with a fieldwork experience. SBCEO will require demonstration of language proficiency through the CSET examination. The three required courses address the Bilingual Teaching Performance Expectations (BTPE) by engaging candidates in examining bilingual and biliteracy theory and practice, methods for primary and target language instruction, and culturally appropriate pedagogies. The fieldwork experience, 20 hours minimum, takes place in a bilingual classroom and is the program's culminating activity. With support from a fieldwork supervisor or "colega", candidates implement bilingual/biliteracy units developed during the coursework phase of the program. BAP candidates will complete a program that is focused on achieving California's vision for graduating students who are multilingual/multicultural and college and career ready.

Link to program documents: [Santa Barbara County Education Office Bilingual Authorization](#)

Clear Administrative Services Credential (CASC)

Los Banos Unified School District

Los Banos Unified School District currently has a Teacher Induction Program. The core of that program provides the foundation for the proposed Administrator Induction Program. The day-to-day running of both programs will be through the two assigned coordinators. Program leadership will utilize the expertise of the district Education Services Department (including special services, student services, English-learner and migrant services, health services, and elementary/secondary education), the Business Department, and the Human Resources Department for professional learning opportunities to support beginning administrators in their new role. Further support will be provided by county and local institution of higher education personnel. Administrator candidates will receive coaching support from the beginning of their contracted year from a district-employed coach. Candidates will self-assess their competency on all the California Professional Standards for Education Leaders (CPSEL) at the beginning of the first year, at the end of the first year, and at the end of the second year. At the end of the first year, candidates complete a benchmark assessment in which they will self-assess their competency on the specific CPSEL connected to their Individual Induction Plan (IIP) goals prior to writing their final three goals at the beginning of the second year. They will complete a benchmark assessment and share their progress on their goals with the group of first-year candidates at the end of the first year. The program coordinator will evaluate the Benchmark

Assessment in Year 1. This model will be repeated at the end of the second year in which the candidate's summative assessment is scored by the coach, site principal, induction coordinator, and the assistant superintendent of human resources. The summative assessment provides a summary of two years of growth and assesses each CPSEL. This wrap-around approach will help to ensure that the Administrator Induction Program is linking the candidate's job expectations and needs with the CPSEL.

[Link to Los Banos USD's Accreditation Website](#) where the "Admin Induction Initial Program Response" is housed. To login, please use the following information:

- Email: iaccreditation@losbanosusd.net
- Password: LosBanos325*

Pupil Personnel Services: School Social Work

University of Massachusetts Global

UMass Global currently offers the Pupil Personnel Services Credential in School Counseling and School Psychology and proposes to offer the Pupil Personnel Services Credential in School Social Work (PPS-SSW) with the Child Welfare Attendance Authorization (CWA). The PPS-SSW program will be housed in the School of Arts and Sciences alongside the Master of Social Work (MSW) program and will work collaboratively with the School of Education and the other two PPS credential programs for oversight and continuity. The PPS-SSW program will be offered to current UMass Global MSW Students who are seeking to receive their PPS in School Social Work with a CWA. Each MSW student selecting the PPS-SSW credential will be monitored and receive guidance from the School Social Work Director as they navigate through their degree and credential requirements. In collaboration with the School Social Work Director and an MSW Assistant Field Director each student will be placed in an appropriately vetted public school district to meet the key requirements of the PPS-SSW with CWA. There are three phases of assessment for the PPS-SSW program that will be conducted yearly. The first assessment is of the candidates' progress in meeting School Social Work Program Standards and Expectations. This assessment consists of a PPS-SSW field evaluation, check list and exit survey. The second assessment focuses on program improvement. This assessment phase utilizes a Knowledge Instrument that gauge's candidates' knowledge gained from coursework on providing services within a school setting. Additionally, the Field Practicum Evaluation and the PPS-SSW Field Evaluation will measure skill level and competency at the end of the field practicum. The third phase of evaluation is program impact that will gauge the impact the program is having on graduating candidates and school districts. In this final phase, the program will collect feedback from UMass Global's Pupil Personnel Services Advisory board, the candidate exit survey, MSW PPS Supervisors Feedback Survey, and an Alumni survey.

[Link to UMass Global's PPS: SSW & CWA IPR Proposal Website](#). Use the "Home" tab to access the dropdown menus for the IPR Proposal documentation and feedback forms.

Child Welfare and Attendance

University of Massachusetts Global

University of Massachusetts Global is seeking to add the Child Welfare and Attendance Authorization to the Pupil Personnel Services: School Social Work program noted above. The UMass Global's Pupil Personnel Services Credential - School Social Work program will track the CWA Authorization fieldwork hours through the PPS-SSW Field Evaluation. The candidate and MSW PPSC Agency Supervisor will verify the type of CWA activities and completion of 150 hours required for the authorization.

Preliminary Administrative Services Credential (PASC)

Long Beach Unified School District

The Long Beach Unified School District (LBUSD) Preliminary Administrative Services Credential (PASC) program will aspire to develop equity-driven school leaders who provoke action by insisting that gaps in opportunities to learn are eliminated. The program will consist of coursework, fieldwork, and a culminating exam aligned grounded in the California Administrative Professional Expectations (CAPE) and the California Standards for Educational Leaders (CPSEL). Clinical Practices place candidates in triad teams to lead one learning walk and participate in two learning walks. In addition to shadowing a principal, candidates will have identified persistent equity gaps and potential contributing factors to land on a potential Problem of Practice. Courses will be taught by LBUSD principals, LBUSD Equity Leadership and Talent Development administrators, and San Diego State University Faculty. Supported by a program administrator and their instructors, candidates are expected to pass the CalAPA and a Culminating Exit Exam that includes:

1. Provide a written narrative on six prompts to their supervisor/coach.
2. Conduct a 30-minute presentation before a panel of community members, school district personnel, or course instructors from the LBUSD PASC Program.

[Link to Long Beach Unified School District's PASC IPR Proposal Website](#) Please use the tabs across the top of the website to navigate between the IPR Proposal documentation.