

## Report of Program Approval Recommendations August 2024

### **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.

### **Pupil Personnel Services: School Counseling**

#### **California State University Channel Islands**

California State University Channel Islands, a Hispanic Serving Institute, offers six credentials, two BA degrees, four MA degrees, and an Ed.D. in the School of Education and is proposing a new 60-unit MS program with a Pupil Personnel Services Credential in School Counseling (PPS-SC) under the Department of Educational Leadership and School Counseling and Psychology. The program combines theory and practice to train public school counselors, collaborating with other credential and degree programs for oversight and continuous improvement. Support for this new program is funded by a \$3M Title V Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) federal grant which provides faculty development and candidate support for writing and career development, and scholarships. School counseling candidates will receive support and guidance from faculty advisors, an administrative support coordinator, and a credential counselor/navigator as they progress through their coursework and fieldwork/clinical experiences in vetted, diverse public schools. The program assessment process focuses on the School Counselor Performance Expectations (SCPE) through candidate counselor self-ratings and ratings of professors, mentor counselor ratings of the candidate counselor, and university supervisor ratings of the candidate each semester. Course signature assignments will include performance-based, analytically scored rubrics. Annual program evaluations conducted by university and school personnel will refine fieldwork and course content, with faculty and the PPS Advisory Committee reviewing these assessments to suggest program improvements.

Link to California State University Channel Islands submission materials: [PPS-SC Proposal and Reviewer Feedback](#)

### **PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Program**

#### **Vanguard University**

Preliminary with ITEP and post-baccalaureate pathways

The PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Program at Vanguard University of Southern California will be offered by the ECE Department within the School of Education, which boasts a 57-year history of educator preparation and is accredited by the

California Commission on Teacher Credentialing (CTC). The proposed credential features two paths: a Four-Year Integrated Teacher Education Program and a Fifth Year Post-Baccalaureate option, both delivered asynchronously online with weekly synchronized virtual meetings, accommodating the candidates' diverse needs. The coursework and field experience components of the program are intricately linked to prepare candidates through the integration of themes such as developmentally appropriate practice, constructivist inquiry-based learning, social-emotional development, collaboration with family and community, valuing the assets of students and their families, and authentic inclusive teaching throughout its courses to address the contents of human learning theory; social, cultural, philosophical, and historical foundations of education; implications of neurodiversity; and developmentally, linguistically, and culturally responsive pedagogy for young children in the content areas identified in California's K-3 Student Content Standards and Frameworks and the Preschool Learning Foundations and Curriculum Frameworks. Candidates will be assessed through both Teaching Performance Expectations (TPE)-aligned formative and summative assessments within each credential course, including field work and two semesters of clinical practice experiences within both Pre-TK and K-3 settings. Faculty Cohort Leaders, Department Chair, Program Coordinator, Student Teaching Coordinator/Credential Analyst, and Teaching Performance Assessment (TPA) Coordinator (along with a Candidate Support Committee that will provide in-depth support for those candidates who may be facing challenges) all will support candidates from their orientation to the program through to their successful completion of the credential program and recommendation to the CTC for their preliminary credential.

**Access to this proposal and accompanying evidence require multiple steps.**

Please follow these directions:

1. Vanguard University Accreditation Website: [Vanguard PK-3 ECE Specialist Instruction Credential IPR Proposal](#)
2. Scroll down to "Initial Program Reviews" button.
3. Enter the Passkey: GradEdCTC22\*
4. Scroll down to "Link to PK-3 ECE Specialist Instruction Credential"
5. ***In order to access evidence including matrix coursework and assignments, you will need to sign into Canvas:***
  - <https://canvas.vanguard.edu/login/ldap>
  - Username: Accreditation
  - Password: Vanguard23!

**Clear Administrative Services Credential**

**Arcadia Unified School District**

Arcadia Unified School District (Arcadia USD) has a commission-approved Teacher Induction program and is seeking approval for a Clear Administrative Services induction program (CASC). The CASC induction program in Arcadia USD will be an individualized, job-embedded, two-year program for new administrators with preliminary credentials focusing on coaching, professional

learning, and assessment. Leadership within the induction program will be based on the leadership of those in the Educational Services Department in collaboration with Arcadia USD's Human Resources and Superintendent's offices. The coaching design in the CASC induction program is meant to serve the candidate so that the candidate can grow and be reflective as a leader, focusing on all six California Professional Standards for Educational Leaders (CPSEL) to meet the diverse needs of all students. Coaches will be required to meet with candidates for a minimum of 40 hours each year to reflect on the CPSELS, provide feedback on observations, and provide guidance based on the individual needs of each candidate. Candidates will be provided a professional learning menu through the Individual Induction Plan (IIP) to select the professional learning opportunities that will best fit their needs and align with their goals to support their leadership. Candidates will complete multiple assessments throughout the two years in the program to reflect on their practice and ensure proficiency in all CPSELS by the end of the program. Assessments consist of self-reflections of the CPSELS and evidence of progress and proficiency. An exit interview will be conducted at the end of the program to assess the overall readiness of a candidate's leadership and competency in the CPSELS.

Link to Arcadia Unified School District submission materials: [Arcadia USD Proposal and Reviewer Feedback](#)

### **Oakland Unified School District (OUSD)**

*The OUSD Clear Administrative Services Credential (CASC) Program seeks to provide an opportunity for OUSD administrators to receive induction support – and earn their Clear Administrative Services Credential – in a program that is job-embedded, contextualized, and individualized. OUSD's CASC Program will be a two-year cohort-based program that includes three main components: coaching, professional learning, and assessment. OUSD CASC Coaches will be current and former OUSD leaders who are familiar with the opportunities and challenges new OUSD administrators face. The coaching time is rooted in assessment and feedback and guided by the Individual Induction Plan (IIP). Candidates will complete several assessments throughout the Induction program, including a California Professional Standards for Educational Leaders (CPSEL)-aligned self-assessment at the beginning of the program, a benchmark assessment at the end of year one, and a summative review at the end of year two. All the assessments named require leaders to self-assess their strengths and growth areas, and then measure their progress with evidence. Candidates also participate in performance tasks that serve as formative assessments and cycles of inquiry. These assessments and tasks are designed to foster self-reflection, guide each candidate's individualized supports (e.g., coaching, professional learning), and develop and assess competency on all six CPSEL domains by ensuring candidates receive ongoing feedback. During monthly professional learning and cohort meetings, leaders will receive development around a CPSEL-aligned task or have the opportunity to progress monitor their own growth and offer their colleagues feedback. Each year of the two-year program, on a twice-annual basis, the Program Director will review candidates' progress towards demonstrating competency and completion by reviewing the work completed in their IIP template, reviewing performance task scores in their IIP, and reviewing coaching and professional learning logs. In the spring of Year 2, the Program Director will conduct a Summative Review of the candidate's work throughout the two-year program.*

Link to OUSD's CASC IPR Proposal Website Homepage: [OUSD CASC Program \(google.com\)](https://www.ousd.org/casc)

**Adding a Child Welfare and Attendance (CWA) Authorization to an Existing Pupil Personnel Services: School Counseling Program**

**University of Southern California**

The University of Southern California is seeking to add the Child Welfare and Attendance Authorization to their existing PPS School Counseling program. PPS candidates seeking the CWA will be required to complete 150 hours of clinical practice experience as required in the standards. The staff member responsible for ensuring that the CWA requirements for the CWA authorization are consistent with those in the standards and will be the PPS School Counseling Program Lead. The program will track the fieldwork hours completed by each candidate seeking to add the CWA authorization through an Activity Log that is also used to track other required Field Experience hours. This log will be monitored and approved by the school site supervisor and the assigned faculty supervisor.

The program will ensure that the site supervisors will have the required qualifications per the Field Experience Placement Process through the Field Placement Site Requirements with sites and by having both the site supervisor and student sign the Site Supervisor Agreement. The program will collect information from candidates, employers, and site supervisors regarding aspects of the CWA program for programmatic improvement purposes through a Comprehensive Assessment Plan (CAP). Additionally, key program assessment points in the program are reviewed within the CAP for each candidate. Prior to field experience, students are approved for placement in collaboration with the School Counseling faculty, the Master's Program Office, and the Field Placement team. At the conclusion of each field experience course, site supervisors assess each student's counseling development via an Evaluation which in turn, is reviewed by the faculty site supervisor and field experience coordinator. The program collects and analyzes the cohort data for program improvement via a Comprehensive Assessment Plan Calendar which includes data from the Candidate Development Evaluation, Exit Survey, Alumni Survey, and Employer Alumni Survey.

**Adding a Child Welfare and Attendance (CWA) Authorization to an Existing Pupil Personnel Services: School Counseling Program**

**National University**

National University is seeking to add the Child Welfare and Attendance Authorization to their existing PPS School Counseling program. PPS candidates seeking the CWA will be required to complete 150 hours of clinical practice experience as required in the standards. The staff members responsible for ensuring that the CWA requirements for the CWA authorization Academic Program Director, Clinical Practice Manager, and PPS Department Chair.

The program will track the fieldwork hours completed by each candidate seeking to add the CWA authorization through the Time2Track (T2T) online app program for tracking fieldwork activities and which also tracks all candidate fieldwork hours, placements, fieldwork plans, and

evaluation forms. Each assigned PPS School Counseling (SC) on-site support provider reviews and approves the fieldwork logs of the candidate biweekly, and once approved, the assigned university faculty supervisor verifies the logs.

The program will collect information from candidates, employers, and site supervisors regarding aspects of the CWA program for programmatic improvement purposes by holding bi yearly advisory council meetings with our stakeholders including employers and collecting the CWA fieldwork plans and beginning a yearly survey to the agencies, community resources, and schools at which our candidates have completed hours. Candidate Survey data and evaluations will be reviewed by the program faculty on a yearly schedule and agreed upon new additions, idea, and changes will be implemented for consistent CWA program improvement.