



PRESS RELEASE

FOR IMMEDIATE RELEASE
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CONTACT:
MARILYN ERRETT (916) 445-7912

New Programs Address Need for Quality Teachers, Administrators

SACRAMENTO—The Commission on Teacher Credentialing's Committee on Accreditation approved six new university California Teachers of English Learners (CTEL) programs designed to prepare teachers for instruction to English language learners at its May 1 meeting. Additionally, three new programs for Administrative Services Credentials, one new Multiple Subject Credential program and one new Reading Specialist Credential program were approved. These programs will be available at the following universities:

- California State University, Northridge (Northridge, CA) - CTEL
- California State University, Long Beach (Long Beach, CA) - CTEL
- Azusa Pacific University (Azusa, CA) - CTEL
- Point Loma Nazarene University (San Diego, CA) - CTEL
- California State University, Stanislaus (Turlock, CA) - CTEL
- University of Redlands (Redlands, CA) – CTEL
- University of San Diego (San Diego, CA) – CTEL
- San Diego State University (San Diego, CA) – Administrative Services Credential
- University of California, Los Angeles (Los Angeles, CA) – Administrative Services Credential
- University of Southern California (Los Angeles, CA) – Administrative Services Credential
- Hebrew Union College Jewish Institute of Religion (Los Angeles, CA) – Multiple Subject Credential
- Loyola Marymount University (Los Angeles, CA) – Reading Specialist Credential

Each of these programs offers significant training for California educators. CTEL programs train teachers to meet the needs of California public school children who require specialized instruction in English language development. Administrative

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Services Credential programs are designed to prepare candidates for administrative responsibilities in a variety of educational settings and contexts. Programs for Reading Specialists focus on prevention and correction of reading disabilities at the earliest stages of students' educational experiences; and, Multiple Subject Credential programs prepare teachers to provide instruction in self-contained, typically K – 6, classroom settings.

The Committee on Accreditation determined that these programs met all standards and preconditions and approved them for initial accreditation.

Specific program information is available by contacting the following university representatives:

- CSU, Northridge
Clara Park, Ph.D.
(818) 677-2500
clara.park@csun.edu
- CSU, Long Beach
Dr. Steve Turley, Associate Dean
(562) 985-7973
hsturley@csulb.edu
- Azusa Pacific University
Dr. Ivy Yee-Sakamoto
(626) 815-5344
IYeeSakamoto@apu.edu
- Point Loma Nazarene University
Jill Hamilton-Bunch, Ph.D.
(661) 321-3487
JillHamilton-Bunch@pointloma.edu
- CSU, Stanislaus
Juan Flores, Ph.D.
(209) 667-3292
juanflores@csustan.edu
- University of Redlands
Dr. Marjo Mitsutomi
(909) 748-8800
marjo_mitsutomi@redlands.edu

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- University of San Diego
School of Leadership and Education Sciences
(619) 260-7988
solesgrads@sandiego.edu or sarina@sandiego.edu

- San Diego State University
Kathy Cohn, Chair
(619) 594-8395
kcohn@mail.sdsu.edu

- UC, Los Angeles
Nancy Parachini, Ed.D.
(310) 825-6212
nparachi@ucla.edu

- University of Southern California
Kathy Stowe, Ed.D.
(213) 740-9323
kstowe@usc.edu

- Hebrew Union College-Jewish Institute of Religion
Dr. Michael Zeldin
(213) 765-2116
mzeldin@huc.edu

- Loyola Marymount University
Shane P. Martin, Ph.D.
(310) 258-8768
smartin@lmu.edu

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