
2A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for The Chicago School of Professional Psychology

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, The Chicago School of Professional Psychology's responses to the Eligibility Requirements and relevant preconditions for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and relevant preconditions and determine if the institution may move forward in the Initial Institutional Approval process.

Presenter: Hart Boyd, Consultant, Professional Services Division

Initial Institutional Approval – Stage II: Eligibility Requirements for The Chicago School of Professional Psychology

Introduction

This agenda item presents for consideration one institution of higher education seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. The institution, The Chicago School of Professional Psychology (TCSPP), seeks IIA in order to offer a Pupil Personnel Services: School Psychology program. TCSPP has submitted responses to the Eligibility Requirements and relevant preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). TCSPP is a private university with its main campus in Los Angeles, California. TCSPP has campus networks located in Southern California (Anaheim, Los Angeles, and San Diego), Washington D.C., and Chicago, Illinois. TCSPP currently offers an Ed.S. School Psychology program at its Chicago campus that is approved by the National Association of School Psychologists (NASP), and this program will serve as the framework for the proposed school psychology program.

It is an important reminder that approval of the institution in Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval of Stage II allows an institution to move forward to Stage III in which Common Standards evidence will be submitted for review. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program preconditions and standards will occur in subsequent stages.

Background

California law authorizes the Commission to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. A chart detailing the five stages of the IIA process is provided on page 3 of this item.

The Chicago School of Professional Psychology

TCSPP seeks initial institutional approval in order to offer a Pupil Personnel Services: School Psychology program. Summaries and excerpts of TCSPP's responses to the twelve [Eligibility Requirement Criteria](#), two [Initial Program Preconditions](#), and [General Precondition #9: Faculty and Instructional Personnel Participation](#), are provided in this item. TCSPP's full responses are

also available in the institution's [Stage II: Eligibility submission](#). Eligibility Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided; criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. All relevant preconditions to Stage II have been reviewed by Commission staff and have been determined to be met.

Five Stages of the Initial Approval Process

TCSPP is seeking approval of Stage II in order to be eligible for Stage III as highlighted in the chart below.

IIA Process	Stage I - Prerequisites	Stage II – Eligibility Requirements	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Provisional Site Visit and Full Approval
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission’s accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: <ul style="list-style-type: none"> • Have legal eligibility • Attend Accreditation 101 with institutional team 	Submit responses to: <ul style="list-style-type: none"> • 12 Eligibility Criteria • Initial Program Preconditions • General Precondition #9 	Submit responses to: <ul style="list-style-type: none"> • Common Standards 	Submit responses to: <ul style="list-style-type: none"> • Program-Specific Preconditions • Program Standards 	Must: <ul style="list-style-type: none"> • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Provisional Approval: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Program(s): <ol style="list-style-type: none"> 1. Approve 2. Deny 	<ol style="list-style-type: none"> 1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally approved but cannot offer programs

***May begin offering approved program

Criterion 1 through 9

In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9, as follows, includes a staff review and recommendation.

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- TCSPP is proposing to offer a Pupil Personnel Services: School Psychology program. While the proposed program will be hybrid in modality, there will be an on-ground component so all applicants will be expected to attend classes at the San Diego campus, regardless of where they may reside. Furthermore, field placements will be with local school district partners so candidates will be expected to complete field placements locally to San Diego.
- The Department Chair for School Psychology at the San Diego campus, Dr. Sara Golomb, will be the program coordinator responsible for the day-to-day operations of the program. This position will report to the Dean for the College of Professional Psychology. The Executive Campus Dean Dr. Margaret Martyn, will be responsible for ongoing oversight of all educator preparation programs and will serve as the unit head.
- TCSPP has submitted a complete organizational chart that indicates the Pupil Personnel Services: School Psychology program will be housed in TCSPP's Southern California campus network at the San Diego campus.
- TCSPP assures that the duties related to credential recommendations will be performed only by employees of TCSPP and that these individuals will take part in the Commission training related to the recommendation process. TCSPP has identified Dr. Sara Golomb, the department chair, as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided in the faculty and staff handbook and on the institution's website.
- A non-discrimination policy for the institution's **candidates** is provided in the student handbook and academic catalog and on the institution's website.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

TCSPP provided a statement of assurance signed by the unit head, Dr. Margaret Martyn, that states the institution:

- a) Will comply with all preconditions,
- b) Will submit all data reports and accreditation documents,
- c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,

- d) Will participate fully in the Commission's accreditation system and submission timelines, and
- e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

The department chair for the proposed program, Dr. Sarah Golomb, has been identified as the qualified officer who will be responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- TCSPP has provided a grievance process which will be accessible to all candidates and applicants in the student handbook which can be accessed on the institution's website.
- In addition to the grievance process being publicly available on TCSPP's website, candidates will also be informed of the grievance process at new student orientation, through course syllabi, and through annual email notifications from the Vice President of Academic Affairs.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- TCSPP's webpage will be accessible to the public without the requirement of login information.
- TCSPP will include the mission, governance, administration, and admission procedures on the program website, academic catalog, student handbook, and recruitment materials.
- Information will be made available through the San Diego campus-specific website which will include program-specific materials.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- All student records will be stored electronically through the Perceptive Content system. All hardcopy records will be digitized and stored on secure servers. Candidates may make a written request to view and/or receive a copy of their student file at any time, and TCSPP will comply with the request within 45 days.
- Candidates will also have access to their unofficial transcripts at any time through the student portal. Additionally, candidates will be able to request official hardcopy or digital transcripts through the Parchment system.
- Candidate records will be maintained in secure private locations (e.g., private faculty office) with any physical copies being kept in locked filing cabinets until such a time they can be digitized, with all digital versions being stored on secure servers.

Criterion 8: Disclosure

Staff Recommendation: Aligned

TCSPP is proposing to offer the program with a traditional pathway. The program will be housed at TCSPP's San Diego campus and will offer a hybrid model that will utilize both on-ground/in-person learning and synchronous, online learning. Field-based components of the program, such as the minimum 450-hour practicum and the minimum 1200-hour internship, will be provided by community partners, including the following:

- Cajon Valley Union School District (CVUSD)
- Grossmont Union High School District (GUHSD)

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

An assurance signed by the unit head, Dr. Margaret Martyn, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to TCSPP's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

Criterion 10, 11, and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, [Eligibility Criteria 10-12](#) include a staff summary of the institution's submission but do not include a staff recommendation.

Criterion 10: Mission and Vision

TCSPP has both institutional and program-level mission statements while having a single vision statement that is consistently held across the institution, including its California campuses and programs.

TCSPP Mission: Integrating theory, professional practice, and innovation, The Chicago School provides an excellent education for careers in psychology and related behavioral and health sciences. The school is committed to service and embraces the diverse communities of our society.

Ed.S. School Psychology Program Mission: The mission of the program is to provide students with a broad-based education that promotes best practices, cultural sensitivity, and innovation to support the needs of children and families. We are committed to preparing graduates who transform our profession, schools, and communities.

TCSPP Vision: The Chicago School strives to be the school of choice in professional psychology in the world and to realize its mission through innovation and quality.

Through the program level mission statement, TCSPP notes that it is committed to providing their students, across locations and modalities, with an inclusive education bringing together theory and experiential, applied practical learning, including focusing on developing effective team-based service delivery, and understanding the need to support both individual and systemic needs. TCSPP states that these complementary aspects of classroom-based and field-based learning promote the health and overall success of children and families from a diverse range of cultural backgrounds and is reflective of a commitment to California's approach to educator preparation, adopted state standards, and frameworks for TK-12 students.

TCSPP uses a National Curriculum model, meaning that a core program structure is consistently used across geographic locations. Regardless of the number of locations, whether within one state or across multiple states and modalities (on-ground or online), TCSPP groups these locations as a singular program united by a consistent core program structure. The current core program structure that is in use in the Chicago location, which TCSPP notes exceeds the standards set by the National Association of School Psychologists (NASP), will extend to the newly proposed San Diego location.

The submission notes that TCSPP has its roots in the *Vail (Practitioner-Scholar) Model (1973)*, which gave birth to the Doctor of Psychology (Psy.D.) degree and its emphasis on training clinical practitioners to effectively provide traditional psychological services to the benefit of individuals, families, and groups. While research remains a critical piece of this educational

approach, it is differentiated by a broadened range of investigative approaches and a greater emphasis on application in real-world settings.

The Chicago School (Engaged–Practitioner) Model (2009): In response to increasingly diverse and complex societal needs, this model incorporates a commitment to community engagement and social change at the systems level. The three themes of the Engaged – Practitioner Model are a focus on pluralism, engaged practice and scholarship, and impact. This model expands the application of – and reaches beyond – psychology to other professions that can play integral roles in transforming lives, organizations, and communities.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

TCSPP was founded in 1979 and is the largest nonprofit professional psychology school in the United States. TCSPP began offering an Education Specialist (Ed.S.) degree program in School Psychology in 2006, and the program received full approval from the National Association for School Psychologists (NASP) in 2010. This degree program will serve as the basis for the proposed school psychology program in California. The program is currently operational in Illinois but has also been offered in Washington D.C. in the past – the program was closed due to low enrollment. Prior to enrolling candidates in the Ed.S. school psychology program in 2006, TCSPP received necessary approval from a number of regulatory agencies including the Higher Learning Commission, Illinois Board of Higher Education, and the Illinois State Board of Education. TCSPP formally moved its main campus from Chicago to Los Angeles in 2011 and has been accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) since then.

The Chicago campus program, which the proposed program will be modeled on, has demonstrated a history of being a successful program based on several outcome metrics including field supervisor satisfaction, candidate and completer satisfaction, graduation and job placement rates, and employer satisfaction. Data provided in the submission from 2015-20 shows 100% field placement (both practicum and internships) and job placements rates for candidates enrolled in or having completed the program. Additionally, 100% of field supervisors (both practicum and internship) indicated satisfaction with the program, with the exception of 2017-18 where there was a 96.5% satisfaction rate.

- TCSPP has posted the third-party invitation for comments on the TCSPP website where the public and all stakeholders can access it. No comments have been received at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to TCSPP’s application for IIA and found none.

Criterion 12: Capacity and Resources

As evidence of capacity and resources, TCSPP has provided a copy of its most recent audited budget dated May 31, 2021, as well as a copy of a proposed operations budget for its education unit. TCSPP has also detailed within its submission the facility resources that will be available for its candidates and faculty. These include classrooms at the San Diego campus that will be outfitted with technology, including large screen, wall-mounted monitors to facilitate multi-modal approaches to learning. Additionally, on-call technology support will be provided to all

program participants. Candidates and faculty will be provided with access to web conferencing applications such as Zoom or Microsoft Teams. TCSPP will use CANVAS for its learning management system, along with TEVERA for use in the field-based courses in order to track administrative tasks such as paperwork, fieldwork hours for practicum and internship, and for providing direct feedback to university supervisors, fieldwork supervisors, and candidates. Finally, TCSPP will use MAXIENT for monitoring and tracking student progress should additional support be necessary through an academic development plan. As with its other programs, TCSPP employs the use of CANVAS, TEVERA, and MAXIENT and regularly provides training and support for faculty and students in their usage.

TCSPP has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. TCSPP's personnel and instructional support will consist of the following:

- Department Chair/Program Lead
- Director of Clinical Training
- Three full-time faculty

If the program is closed, TCSPP will take measures to support enrolled candidates through the completion of the program with as little disruption as possible. The institution will create a teach-out plan to ensure that all enrolled candidates can complete their studies either at TCSPP or at a comparable institution and program that is accredited by WSCUC or equivalent regional accreditor (e.g., HLC, SACS) and other special program accreditors (e.g., Commission on Teacher Credentialing). Whenever possible, TCSPP will continue to provide instruction so that enrolled students may complete their prescribed program at TCSPP. Modifications to course requirements may be necessary. When it is not feasible for TCSPP to teach out the program following the same curriculum and with the same faculty and services, a teach-out agreement with another institution(s) will be developed. This agreement will provide for the transfer of students to another institution and ensure treatment equitable to that received by native students.

TCSPP has identified both CVUSD and GUHSD as community partners for the fieldwork component of the proposed program.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How TCSPP Meets the Precondition:

TCSPP notes that, according to the Commission's California Educator Supply webpage, there continues to be a trend toward issuing less than full credentials to meet employment needs. TCSPP highlights data from the supply webpage from 2015-16 through 2021-22 and notes that although there was a decrease in number of new waivers issued in the past year, the data trends show an increase for the previous three-year period. When further paired with the decrease in number of new school psychology credentials issued in 2020-21 (975 – decrease of 8%) and the subsequent increase in number of new credentials issued in 2021-22 (1,199 – increase of 23%), these data indicate an ongoing need for fully credentialed practitioners.

The submission provides recently released language from NASP regarding the critical shortage of school psychologists. This language includes a recommendation from NASP that there should be a ratio of one school psychologist per 500 students in order to provide comprehensive school psychologist services; however, current estimates show a national ratio of 1:1211 with variability in some states approaching a ratio of 1:5000. TCSPP notes that the ratio varied between 1:500-1000 for California in the 2021-22 school year – the NASP website does not break down regional information by more specific geographic location. A quote provided in the submission from NASP states, "Shortages in school psychology, like shortages in other related education and mental health professions, have the potential to significantly undermine the availability of high-quality services to students, families, and schools. Shortages can include both an insufficient supply of qualified school psychologists and school psychologists from diverse backgrounds, graduate faculty, and qualified practica and internship supervisors as well as an insufficient number of positions within districts to meet the needs of students. Consequences of the shortages include unmanageable caseloads; the inability for school psychologists to provide prevention and early intervention services or regularly consult with families and teachers; reduced access to mental and behavioral health services for some students; and limited scope of service delivery focused primarily on legally mandated special education practice."

Specific to the San Diego area, there are three Commission-approved school psychology programs, but TCSPP highlights that there is currently only one program sponsor that also has NASP approval, San Diego State University (SDSU). According to the NASP program information database, SDSU had 10 program completers and had an incoming cohort of 15 candidates. Additional data for SDSU are included from the Commission's website section regarding Commission-approved institutions. For the 2021-2022, SDSU reported 41 total candidates (15 new, 26 continuing). For the 2020-21 year, SDSU reported 11 program completers, all of whom obtained preliminary and clear credentials. With an ongoing need for waivers despite an increase in the number of clear credentials issued, the graduates from one NASP-approved program are insufficient to meet the demands and needs of the field. TCSPP notes that its proposed program will increase the number of graduates who may eventually apply for full credentials, correspondingly decreasing the need for waivers. This would help mitigate the

rising trend of increasing professionals working through less than full credentials. TCSPP included letters from the superintendents for both Cajon Valley Union School District and Grossmont union High School District affirming the hiring need for more fully credentialed school psychologists.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How TCSPP Meets the Precondition:

TCSPP notes that it is committed to a collaboration with external partners to shape and monitor for quality assurance the proposed school psychology program. This collaborative effort will include faculty and staff from TCSPP, as well as representative teams (e.g., school psychology practitioners, supervisors, administrators, human resources representatives) from the school district partners of CVUSD and GUHSD. As captured within the MOU documents, together TCSPP and the external school district partners will share authority and responsibility for not only the overall design of the program, but for its implementation and ongoing reviews for continuous improvement. Once the anticipated San Diego location has launched, the program design and implementation meetings will begin. The exact meeting schedule will be determined in the near future but will allow for at least three meetings per year, bringing together the representative groups as indicated in the Table of Participants. As is detailed in the table, TCSPP will include a combination of faculty, administrators, and external consultants to represent the institutions of higher education perspective. The school district teams include a variety of administrators and practitioners. Over time and as these teams continue to evolve, further detailed information will be provided to maintain an accurate and current list. Once the meetings commence, agendas and minutes will be maintained, including indicating who was present and how those attendees participated.

General Precondition #9

(9) Collaboration in Program Design and Implementation

All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

Meets Precondition: Yes

How TCSPP Meets the Precondition:

TCSPP notes that of the program and instructional personnel associated with the proposed program, these positions will comply with this precondition through typical activities such as providing professional development and acting in a field supervisor role. Additionally, TCSPP's submission provides detailed examples from their Chicago location that may be implemented in the proposed program in San Diego, including faculty providing consultation, training in supervision, and program evaluation services, both on an as needed basis or through an ongoing and recurring (e.g., monthly) basis. If approved, the school psychology program will maintain a detailed list tracking how each faculty member participated in the public school system in order to demonstrate compliance with this precondition. Time permitting and with attention to faculty workload allocation, full-time faculty may be able to maintain an additional role as a practicing school psychologist working in public schools; otherwise, a combination of the previously described activities will be utilized.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant preconditions submitted by TCSPP and grant eligibility.

Granting eligibility would allow TCSPP to move forward to Stage III of the IIA process in which responses to the Common Standards are submitted for review. Approval of Stage II will not authorize TCSPP to offer an educator preparation program that leads to a credential or license, such as the Pupil Personnel Services: School Psychology program.

If the Commission grants Eligibility, it may identify topics that it will be looking for in Stage III. If the Commission denies Eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.