

Report of Program Accreditation Recommendations

August 2021

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 Board of Institutional Review (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.

Bilingual Authorization: Spanish

University of California, Berkeley

The Spanish Bilingual Authorization program at University of California (UC), Berkeley follows from explicit pieces of The Berkeley Educators for Equity and Excellence (BE3) Identity Statement for teaching toward a more socially-just world. BE3 aims to prepare powerful, equity-oriented teachers who will be well-equipped to build bilingualism and biliteracy in Spanish and English for learners across the socio-economic, racial, ethnic, and cultural backgrounds represented in the San Francisco Bay Area. In developing the Bilingual Authorization program, BE3 is taking clear steps to move closer to its vision, by structuring explicit support for candidates that work with Spanish-speaking students, families, and communities. Teacher education at UC Berkeley, especially within the multiple subjects program, has always emphasized the importance of building upon linguistic and cultural assets of students, but the Bilingual Authorization program will allow BE3 to provide specific and targeted support to teachers who will serve in traditional bilingual classrooms, dual-immersion bilingual classrooms, as well as in newcomer programs, structured English immersion, as well as in mainstream classrooms.

UC Berkeley's proposed Bilingual Authorization program in Spanish will serve to meet the needs of local partner districts and beyond for qualified Spanish bilingual teachers. Participants in the Bilingual Authorization program will earn their authorization concurrently with the Preliminary Multiple Subject credential or with the Preliminary Single Subject Credential in English, History, Math, or Science. The program will also be open to post-credential teachers who hold a valid California Preliminary or Clear teaching credential and who have met the authorization to teach English Language Learners. The UC Berkeley Bilingual Authorization coursework will include required courses in the Context for Bilingual Education and Bilingualism, Spanish Bilingual Methodology. Candidates will also either take a Culture of Emphasis (Latinx) course or will demonstrate equivalent coursework to be verified by the credential analyst. Language competency will be demonstrated by passage of the CSET: World Languages III (Spanish).

Candidates in the Bilingual Authorization program will receive ongoing support and supervision from program leadership, supervisors, and cooperating teachers with expertise in bilingual education. They will be assessed, aligned with TPEs, through course assignments, lesson and unit plans, analysis of student work, and video or in-person observations. Program submission documents with reviewer feedback may be accessed here: [UC Berkeley Bilingual Authorization](#)

University of California, Santa Barbara

The Teacher Education Program at the University of California, Santa Barbara (UCSB) has carefully constructed a Bilingual Authorization in Spanish to better serve the needs of the children in local schools as well as the state of California. This program will also aid in the mission of the Santa Barbara School District as it further develops and expands its dual language immersion programs. Candidates will be enrolled in coursework and fieldwork experiences concurrently. Each quarter candidates enrolled in the Bilingual Authorization program will take a course specifically related to their development as bilingual teachers. Additionally, candidates will be able to teach lessons they plan for the course assignments, thereby actualizing and exploring learning from coursework in the real world of children and classrooms. Candidate assessment will be structured developmentally, with candidates being accountable for increasingly complex performances throughout the program year. Both formative and summative evaluation of candidate performance in the UCSB program is organized around the Teacher Performance Expectation framework. Program submission documents with reviewer feedback: [UCSB Bilingual Authorization](#)

Whittier College

The Whittier College Bilingual Authorization program will prepare teachers to meet the needs of emergent bilingual students via the development of students' bilingual language abilities, assisting them to achieve high levels of academic performance in both languages. Whittier College will offer the Bilingual Authorization concurrently with both Multiple Subjects and Single Subject Preliminary credentials. In addition, Whittier College will offer the Bilingual Authorization to post-credential in-service teachers of bilingual students. Essential components of the program will include:

- Emphasis on theory to practice, and on various models of bilingual education, including dual language (Spanish immersion);
- Three courses, which can be completed in one year, including fieldwork in bilingual classrooms (a fourth course may be required if language proficiency level is not at ACTFL Advanced Low at language program assessment entry);
- Concurrent and post-credential pathways available;
- Districts are seeking bilingual teachers, and top districts seek Whittier College graduates;
- All courses offered will be blended.

The Education Department is collaborating with the Spanish Department to offer courses to meet the requirements for the bilingual authorization. Three courses will be required (a fourth course may be required depending on language proficiency): Chicano/Latino Cultures: An Interdisciplinary Perspective; Bilingualism and Biliteracy; Methodology for Primary Language

Instruction in a Bilingual Setting; and Spanish Refresher for Education (this course will be required if Spanish language proficiency is below ACTFL Advanced Low). Program submission materials and feedback can be found here: [Whittier College Bilingual Authorization](#)

Preliminary Multiple Subject Intern

Preliminary Single Subject Intern

Simpson University

Simpson University has been approved to offer a traditional Multiple Subject-Single Subject credential program since 2003. In response to candidates' requests Simpson University proposes to offer a Multiple Subject-Single Subject intern pathway to supplement the student teaching model that they currently run to help with the demand for more general education teachers. Simpson University has had several requests for an intern program and believes that such a program would help attract more local residents into their teaching program. The intern program will closely follow the current student teaching model offered by Simpson University for coursework and fieldwork requirements, as appropriate for intern candidates.

Clear Administrative Services Credential

Modesto City Schools

Modesto City Schools (MCS) has operated an approved Teacher Induction Program for the past 22 years. In response to the need to actively recruit, prepare, and support new administrators to meet the needs of the school communities, Modesto City Schools seeks to create a pipeline of equity-driven, high-quality administrators by providing our beginning administrators with an equivalent level of support. The Modesto City Schools Clear Administrative Services Credential (CASC) program is designed to be an individualized, job-embedded, two-year program which purposefully and logically sequences relevant job-embedded professional development to prepare new administrators with the knowledge and skills necessary to meet the California Professional Standards for Education Leaders (CPSELs). The Modesto City Schools CASC program will pair each candidate with a well-qualified, trained coach who has the background and experience to support the candidate in the development and implementation of a personalized Administrator Individualized Learning Plan (AILP) aligned to the CPSEL. Coaches for Modesto City Schools CASC program are certified in the Evocative Coaching Model and will continue to receive ongoing training. Informed by theory and research and designed to meet the individualized needs and professional interests of each candidate, the AILP will provide multiple opportunities for the candidate to reflect on the effectiveness of their leadership practice and professional development, adapt their practice based on those reflections, and to purposefully develop new skills through cycles of inquiry. At the close of their two years of Induction and after successfully completing all program requirements, each candidate participates in an Exit Interview where they present how they have developed as leaders within each CPSEL. Program submission documentation and reviewer feedback can be found here: [MCS CASC IPR](#).

Bilingual Authorization: Spanish and Mandarin

Alliant International University

Alliant International University's California School of Education (CSOE) is proposing to offer the Bilingual Authorization in Spanish and Mandarin to post-credential educators and concurrent credential candidates. The Bilingual Authorization will address the need for bilingual teachers and make a substantial impact on the teacher supply in California. Post-credential candidates must hold a valid preliminary or clear teaching credential for enrollment and will have met authorization for teaching English Language Learners. Concurrent credential candidates must be concurrently enrolled in an Alliant teaching credential program within the intern pathway when applying for entry into the Bilingual Authorization program. All Bilingual Authorization candidates must meet language competency in Spanish or Mandarin for program admission.

Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches which candidates can readily utilize for practice: Dimensions of Bilingual Education; Theory and Method of Bilingual Pedagogy; and Culture of Emphasis. There are multiple tools in place to ensure the effectiveness of the Bilingual Authorization program which will enable it to be well equipped to provide training and develop competencies at the highest level in its candidates. As an integral component of the California School of Education, the Bilingual Authorization is subject to the same rigorous assessment standards as are all programs not only in CSOE, but also institution-wide. The university has a comprehensive system in place by which its academic programs are monitored for effectiveness and revised and improved, as needed. [Alliant International University Bilingual Authorization](#)