



Commission on Teacher Credentialing

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Office of the Executive Director

May 13, 2024

Dr. Gigi Gokcek, Dean
School of Liberal Arts and Education
Dominican University of California
50 Acacia Avenue
San Rafael, CA 94901

Dear Dean Gokcek:

I am writing to inform you that on May 2, 2024, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Major Stipulations* to Dominican University of California and its credential programs. On the basis of this decision, the institution is authorized to offer the following programs:

Preliminary Multiple Subject, with intern
Preliminary Single Subject, with intern
Preliminary Education Specialist: Mild to Moderate Support Needs, with intern

The following stipulations were placed on the institution:

- 1) That within 30 days, the institution provide evidence for the Preliminary Multiple/Single Subject and Preliminary Education Specialist: Mild to Moderate Support Needs programs, Intern Precondition (5) Supervision of Interns (a): In all intern programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- 2) For Common Standard 1: Institutional Infrastructure to Support Educator Preparation, the institution will provide evidence that:
 - a) programs within the unit (the Department of Education) receive sufficient resources to allow for effective operation of each educator preparation program. The resources must enable each program to effectively operate, including, but not limited to, coordination, admission, advisement, curriculum, professional development and instruction, field-based supervision and clinical experiences.
 - b) the Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.
- 3) For Common Standard 3: Course of Study, Fieldwork, and Clinical Practice the institution will provide evidence that:

- a) the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program, to ensure that all programs track every candidate and have confirmed assigned site-based supervisors and support that is monitored by the programs and unit.
 - b) the process and criteria for site-based supervisors result in the selection of individuals who provide effective and knowledgeable support for candidates specific to their respective program standards.
 - c) all programs effectively implement and evaluate fieldwork and clinical practice.
- 4) For Common Standard 4: Continuous Improvement, the institution will provide evidence that:
- a) the education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.
 - b) the education unit and its programs regularly assess, and consistently document, their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.
 - c) both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. The analysis and use of the program completion data must include data relevant to the TPA across programs and delivery models.
 - d) the continuous improvement process includes multiple sources of data including
 - 1) an explicit, documented delineation of the extent to which candidates are prepared in all required program-relevant competencies to enter professional practice; and
 - 2) explicit, documented, systematic feedback from key constituencies such as employers and community partners about the quality of the preparation.
- 5) For the Multiple/Single Subject Program Standards and Education Specialist Program Standards, the institution will provide evidence that:
- a) candidates, regardless of pathway, receive the minimum amount of district-employed supervisors' support and guidance of 5 hours per week.
 - b) all district-employed supervisors complete a 10-hour initial orientation including the program curriculum and effective supervision approaches.
 - c) they systematically collect and review aggregate TPA data for program improvement.
- 6) For the Multiple Subject and Education Specialist Program Standards the institution will provide evidence that:
- a) the program aligns literacy instruction with Commission-adopted Literacy TPEs*

**Note: The institution, along with all other institutions in the state, will have to respond to the 2022 Literacy certification process by October 4, 2024. The results of that certification review, along with any other documentation as determined, will be considered in determining whether Stipulation 6 has been met by the institution.*

- 7) For the Single Subject Program Standards, the institution will provide evidence that:
 - a) candidates receive content specific pedagogy support and experiences for the range of content credentials offered.
- 8) For the Education Specialist Program Standards, the institution will provide evidence that:
 - a) candidates receive the minimum amount of district-employed supervisors' support during 200 hours of early fieldwork.
 - b) candidates are engaging in guided fieldwork with a variety of ages, as is appropriate for a credential ranging from PK-12.
- 9) That the institution provides quarterly reports to the Committee on Accreditation on actions taken to address stipulations. Specifically, for the first quarterly report, provide:
 - a) evidence of a clear and consistent tracking process of candidates and completers in the Commission-approved credential programs, including integrated candidates and post-baccalaureate candidates across all program pathways and
 - b) a clear plan for providing district employed supervisors for all candidates across all program pathways.
- 10) That the institution not be permitted to propose new programs for approval by the Committee on Accreditation.
- 11) That within one year of this action, the institution will host a focused re-visit in which a team will focus on interviews and evidence around the stipulations noted above.

In addition, staff recommends that:

- Dominican University of California continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Should you or your staff have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,



Mary Vixie Sandy, Ed. D.
Executive Director

cc: Dr. Elizabeth Truesdell, Chair of the Department of Education
Dr. Susan Clapper, Accreditation Liaison Officer and Director of Assessment MVS/CH/mb