



## Commission on Teacher Credentialing

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1900 Capitol Ave Sacramento, CA 95811

(916) 322-6253

Fax (916) 898-0086

<http://www.ctc.ca.gov/>

Office of the Executive Director

July 6, 2022

Dr. Chang-Ho Ji, Dean  
School of Education  
La Sierra University  
4500 Riverwalk Parkway  
Riverside, CA 92515

Dear Dean Chang-Ho Ji:

I am writing to inform you that on June 29, 2022 meeting the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Major Stipulations* to La Sierra University 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  
Pupil Personnel Services: School Counseling  
Pupil Personnel Services: School Psychology with Intern  
Preliminary Administrative Services Credential (inactive status)

The following stipulations were place on the institution:

- 1) That the institution provides quarterly reports to the Committee on Accreditation on actions taken to address stipulations. Specifically, at the first quarterly report, provide evidence of a clear and consistent tracking process of candidates and completers in the Commission-approved credential programs, including undergraduate candidates and graduate candidates.
- 2) That the institution is not permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations have been removed.
- 3) That within one year, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions taken to address the stipulations noted below.

Additionally, the institution provides:

- 4) Evidence of a research-based vision of teaching and learning that fosters coherence among, and is clearly represented, in all educator preparation programs and that the

vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

- 5) Evidence of a process that ensures only qualified persons are assigned and retained to teach courses and supervise field-based and clinical experiences.
- 6) Evidence of how the unit consistently monitors or evaluates the credential recommendation process.
- 7) Evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice.
- 8) Evidence of the support, advice, and assistance provided to candidates and completers to promote successful entry and retention in the profession.
- 9) Evidence that progress in meeting competency and performance expectations is consistently used to guide assessment and candidate support efforts and that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.
- 10) Evidence of the development and implementation of a comprehensive continuous improvement process, at both the unit level and within each of the programs, that identifies program and unit effectiveness and makes appropriate modifications on its findings.
- 11) Evidence that the education unit and its programs regularly assess their effectiveness in relation to the course of study, fieldwork and clinical practice, and support services for candidates.
- 12) Evidence that the education unit and its programs regularly and systematically collects, analyzes, and uses candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.
- 13) Evidence that the continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.
- 14) Evidence that the Preliminary Multiple Subject and Preliminary Single Subject programs provide assistance throughout the program to support candidates in the TPA including the provision of multiple formative opportunities for candidates to prepare for the TPA tasks/activities.

15) Evidence that the education unit maintains program level TPA data, including but not limited to aggregate results of candidate performance over time.

16) Evidence that candidates in the Pupil Personnel Services: School Counseling program are provided with knowledge and understanding of history, philosophy, and trends in school counseling.

*\*Note this standard will be addressed in 2019 Pupil Personnel Services: School Counseling Program Standards and Performance Expectations SCPE 1.2 as the program transitions to the 2019 standards beginning fall 2022.*

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- La Sierra University continue 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](mailto:chickey@ctc.ca.gov).

Sincerely,



Mary Vixie Sandy, Ed. D.  
Executive Director

cc: Dr. Keith Drieberg, Department Chair

MVS/CH/mb