



Commission on Teacher Credentialing

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Office of the Executive Director

June 28, 2021

Dr. Deborah Erickson, Dean
Point Loma Nazarene University
3900 Lomaland Drive
San Diego, CA 92106

Dear Dean Erickson:

I am writing to inform you that on June 21, 2021, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Stipulations* to Point Loma Nazarene University and its credential program. 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 Disabilities with Intern
- Preliminary Education Specialist: Moderate to Severe Disabilities with Intern
- Reading and Literacy Added Authorization
- Autism Spectrum Disorder Added Authorization
- Early Childhood Special Education Added Authorization
- Emotional Disturbance Added Authorization
- Orthopedic Impairments Added Authorization
- Other Health Impairments Added Authorization
- Traumatic Brain Injury Added Authorization
- Adapted Physical Education Added Authorization
- Teacher Induction
- Preliminary Administrative Services with intern
- Clear Administrative Services
- Pupil Personnel Services: School Counseling with Intern

The following stipulations must be addressed by the institution.

By June 1, 2021, Point Loma Nazarene must:

1. Provide evidence that demonstrates compliance with the Teacher Induction Preconditions 2, 3, and 5 by rectifying the issues that are out of compliance and providing a letter submitted by Point Loma Nazarene leadership that confirms compliance and alignment to the identified preconditions.

That within one year of the site visit, the institution must submit a report, including evidence documenting the following:

2. That it provides support and assistance to preliminary credential candidates in a consistent manner at the Bakersfield and Mission Valley campuses.
3. That it provides evidence of a clearly defined process and identifies specific personnel who support candidates who need additional assistance to meet program requirements and competencies in all programs.

4. That it provides evidence that the School of Education (SOE) assessment system collects data on candidate and mentor/site-based supervisor needs for all programs and makes appropriate modifications based on findings to provide a level of support that leads to candidate success.
5. That candidates in the preliminary programs are aware of the Teaching Performance Expectations (TPE) and their purpose and, where appropriate, the Teaching Performance Assessment (TPA) requirement.
6. That university supervisors are trained in and knowledgeable about the program's curriculum and assessments and are provided with an orientation to the program's expectations.
7. That for the Reading and Literacy Added Authorization (RLAA):
 - a. candidates work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.
 - b. candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.
 - c. candidates know the critical aspects of and can facilitate student and teacher use of multiple digital literacy for 21st century skills necessary for success in today's global economy.
8. That for the School Counseling Program:
 - a. candidates receive consistent advising and are provided with a plan that clearly delineates their path to program completion.
 - b. adjunct faculty are provided with the larger context of the School Counseling program so that they understand how each course fits within that context.
9. That for the Adapted Physical Education Added Authorization (APE) program:
 - a. candidates understand and use multiple sources of information to make decisions about eligibility for services for adapted physical education.
 - b. candidates are provided with the skills to assess students from diverse backgrounds and with varying language, communication, and cognitive abilities.
 - c. candidates are provided field experiences that lead to an extended culminating placement in which they work toward assuming full responsibility for providing services in the adapted physical education credential added authorization and are of sufficient duration for candidates to demonstrate the TPEs for adapted physical educators.
 - d. candidates are offered instruction in the principles of motor learning and motor control as they apply to the effective instruction of individuals with disabilities and then are provided the opportunity to demonstrate their skills and ability through coursework and fieldwork.
 - e. candidates are provided the opportunities to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan and in a variety of settings.
10. That for the Teacher Induction Program:
 - a. the program implements a robust mentoring system as described in the standards to help each candidate work to meet the California Standards for the Teaching Profession.

- b. the mentoring system provides both “just in time” and longer-term analysis of teaching practice to help candidates develop enduring professional skills.
 - c. site administrators are consulted in the development of the Individualized Learning Plan.
 - d. the program describes how its design contributes to candidates’ retention in the profession.
 - e. candidates receive dedicated, consistent time for regular mentor interactions and that time meets requirements set forth in preconditions.
 - f. mentors receive training and support in the program’s design so that they are aware of the ILP and its purpose.
 - g. the program assesses the quality of mentor services provided to candidates and provides formative feedback to mentors.
 - h. the program develops a system of support through collaboration, communication, and coordination between the program, mentors, schools, and district administrators.
11. That within one year Point Loma Nazarene University host a revisit to confirm all stipulations have been addressed.

In addition:

- The institution's response to the preconditions is accepted.
- Point Loma Nazarene University is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Point Loma Nazarene University continues in its assigned cohort on the schedule of accreditation activities as determined 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. Michael Corke, Director of Assessment
Dr. Jill Hamilton-Bunch, Associate Dean

MVS/CH/mb