

## Bilingual Authorization Program Transition Plan

The transition plan provides demonstration that each Commission approved Bilingual Authorization program understands the expectations embodied in the updated standards and performance expectations and has/is taking the steps to align the program with the new standards by the effective date of **July 1, 2023**. Further, it requires that each program consult with appropriate personnel within its own educational organization to ensure a successful transition and alignment with the standards. Finally, the transition plan allows the Commission to ensure that appropriate technical assistance is provided to assist programs in transitioning. It is expected that this document is submitted only after important conversations and planning have been done by institutional personnel about how the program will transition to the new standards. For more information about the new standards, see [PSA 22-06](#).

**Submit Signed Completed Transition Plans and URL to [Accreditation@ctc.ca.gov](mailto:Accreditation@ctc.ca.gov)  
Submission Window– June 2022 to January 31, 2023**

- 1. Identify who has been involved in reviewing the updated standards and performance expectations and analyzing the current program to identify what will need to be modified.** *Include names and title/roles of the team that have been involved in this process. As a reminder, the Common Standards require collaboration with external stakeholders, so it is important to include stakeholder members in this process. (Add or delete rows to the table below as needed).*

Transition Team Member	Title/Role
Fay Shin	Professor, Asian Bilingual Authorization Coordinator
Olga Rubio	Professor, Spanish Bilingual Authorization Coordinator

- 2. Record of Transition Process.** *Key benchmarks are identified in the table below. Please note the dates when that benchmark has or will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided. **The order of benchmarks below is not intended to determine the program's transition process;** however, all programs must be aligned with the new standards by July 1, 2023, or the beginning of the 2023-24 academic year, whichever comes first.*

Record of Transition Process – Key Benchmarks	Date Benchmark Activity Began or Will Begin	Date Benchmark Completed or Anticipated Date Benchmark will be completed
Initial meeting with transition Team (#1 above) members	9/1/22	12/1/22
Revisions to course syllabi	<b>9/1/22</b>	<b>12/1/22</b>
Revisions to candidate handbooks/websites/other materials	9/1/22	2/1/23
Revisions to fieldwork handbook/materials	10/22/22	2/1/23
Orient faculty and train supervisors to revised program	12/1/22	2/1/23
First cohort to begin revised program (by beginning of 2023-24 Academic Year) Enter date institution will begin offering program under the new standards.	Spring, 2023	July 1, 2023
Program <b>must</b> be aligned with new standards	<b>N/A</b>	<b>July 1, 2023, or Academic Year 2023-24 whichever comes first</b>

### Transition Plan Submission Requirements

*In addition to the completion of the previous pages of this transition plan, the following must also be submitted to complete the transition plan process. It is important to note that preparation of these documents for this transition plan will assist your program during Program Review as the updated versions of these documents will be required for Program Review during your institution's regularly scheduled accreditation activities.*

1. Pathway(s) for Program Completion. Include options for candidate completion (concurrent, post-credential).
2. Course Sequence. Draft course sequence that has been or will be submitted for institutional review and approval for inclusion in the course catalog.
3. Description of Fieldwork (1 page). A narrative that provides a clear description of how the program is designed to implement the fieldwork requirement (20 hours). The description should include how the program will implement fieldwork for concurrent candidates as well as candidates who are earning the Bilingual Authorization post-credential. It is expected that institutions work with post-credential candidates and partner districts/schools to provide candidates flexible options in meeting the fieldwork requirement.

4. Course Matrix with links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. Institutions may still be in the planning process of for determining the (P) practice and (A) Assessment links portion of this exhibit. It is not expected that there will be (P) practice and (A) assessment links here until the time of the institution's site visit or next Program Review submission, whichever comes first.

## Bilingual Authorization Transition Plan Transmittal Page

**Date of Submission of Transition Plan to Commission:**

12/02/2022

**Identify the date by which your institution will fully transition to the updated standards beginning with the cohort that enrolls:**

**Enter Date:** 07/01/2023

*I hereby signify my approval to transmit this plan to transition to the California Commission on Teacher Credentialing*

**Program Director and Contact:** Enter Name/Title Fay Shin

**Phone:** 562 985 1012

**Email:** fay.shin@csulb.edu

**Signature:**  \_\_\_\_\_

**Unit Lead (Dean/Superintendent):** Name and Title Anna Ortiz, Dean, College of Education

**Phone:**

**Email:** anna.ortiz@csulb.edu

**Signature:** \_\_\_\_\_ Anna M. Ortiz \_\_\_\_\_

**Transition Plans must be posted to your accreditation website and the URL submitted to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov) by January 31, 2023.**

**Plans that do not include required signatures will not be accepted and will be considered late after January 31, 2023.**

**The Committee on Accreditation (COA) will be notified of Transition Plans submitted after January 31, 2023.**