Palo Alto University

Stage II – Eligibility Requirements
Initial Institutional Approval

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Submitted To:

Commission on Teacher Credentialing
Professional Services Division/Initial Institutional Approval
& Commission on Accreditation
State of California

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Initial Program Preconditions

Precondition 1: Demonstration of Need
To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Palo Alto University's Service Area for School Social Work and School Counseling Programs

Palo Alto University's (PAU) service area for its pupil personnel services (PPS) school social work (SSW) and school counseling (SC) credential programs is all of California given that we offer an online delivery format which students from throughout California can access. However, our online format is partially hybrid given the use of short intensive in-person learning periods called immersion residencies. For example, the MSW program's delivery model includes six 3-day immersion residencies in which students come to campus at the start of six of the eight quarters of the program for in-person class sessions. The Master of Arts in Counseling (MA Counseling) program's delivery model includes week-long immersion residencies. (Note that many universities call their programs "online" even when the programs involve periodic immersion residencies.)

Although our service region is all of California, northern and central California (which we define as all counties north of but not including Santa Barbara, Kings, Tulare, and Inyo counties) is the MSW program's priority service region. This is based on students' ease of travel to our campus for immersion residencies and the high need for MSW seats in this region.

In the below two sections, we present data on the need for educators prepared through an online delivery model and the need for PPS credential programs in our service area.

Need for Educators Prepared Through an Online Delivery Model

Surveys with bachelor of social work (BSW) and master of social work (MSW) students conducted as part of a market analyses by Palo Alto University (PAU) in 2022 show students' preferences for online and hybrid delivery. First, a survey of 43 BSW students from three universities located in northern and central California found the top preferences in delivery model for MSW education to be online and in-person, with equal numbers of respondents (37%) endorsing each. Among these BSW students, school social work (SSW) was the second most endorsed career goal for their MSW degree, endorsed by 21.7% of respondents. The top career goal was working with children and youth (excluding SSW and

child welfare), endorsed by 28.3% of respondents. In addition, BSW students' top preference for MSW program length was two years or full-time, endorsed by 77.4% of respondents, if they were to attend a regular father than an Advanced Standing program. (Advanced Standing programs allow BSW students, if admitted, to complete a reduced unit MSW program.)

Need for Pupil Personnel Services Credential Programs in PAU's Service Area

We demonstrate the need in our service area for SSW's and SC's by presenting data on; (a) staff-to-student ratios; (b) the number of individuals serving on less than full credentials; (c) trends in the CTC's issuance of Pupil Personnel Services Credentials (PPSC); (d) the labor market; and (e) job postings. All the available data sources individually and taken as a whole indicate a strong need for PPS preparation programs in PAU's priority service area.

Staff-to-Student Ratios

The Hopeful Futures Campaign, a national coalition of 17 school mental health groups, published, "America's School Mental Health Report Card: February 2022," which scores each state in eight areas, including ratios of students to school mental health professionals. This report shows that California scored low particularly in staff-to-student ratios for school social workers and school counselors (see below table), indicating an extremely high need for both.

School Social Work and School Counseling Staff-to-Student Ratios

	Recommended Ratio Per Student	**Current Ratio**
School Social Workers (SSW)	1 : 250	1 : 6,132
School Counselors (SC)	1 : 250	1 : 612

Source: Hopeful Futures Campaign (2022). "America's School Mental Health Report Card: February 2022". Retrieved 06/18/2024 at https://hopefulfutures.us/wp-content/uploads/2022/02/Final_Master_021522.pdf

The above ratios provided in the report by the Hopeful Futures Campaign are based on public data of a state's ratio of school psychologists, school social workers, and school counselors to students as reported by the School Health Assessment and Performance Evaluation (SHAPE) system hosted by the National Center for School Mental Health (NCSMH) at the University of Maryland.

When we estimated staff-to-student ratios using CTC data, the ratios are lower but still suggest a strong need for school social workers, as shown by the below calculations. We estimated the number of PPS credentialed SSW and SW staff at the end of 2022-2023 by summing renewals and new issues over a five-year period (2018-2019 to 2022-2023)

Estimate of the number of PPS credentialed staff at the end of 2023:

School Social Work:	2,989 Renewals + 2,873 New = 5,862 Total
School Counseling:	17,898 Renewals + 7,963 New = 25,861 Total
Child Welfare and Attendance:	4,045 Renewals + 2,877 New = 6,922 Total

Estimate of staff-to-student ratios based on 5,852,500 public K-12 students in the 2022-2023 school year:*

School Social Work:	5,862 SSW's to 5,852,500 students or 1:998
School Counseling:	25,861 SC's to 5,852,500 students or 1:226

Note: The above ratios are underestimated since not all credentialed SSW's and SC's are employed in the public school system.
*Source: California Department of Finance, retrieved on 06-18-2024 from https://dof.ca.gov/forecasting/demographics/public-k-12-graded-enrollment/#:~:text=State%20Enrollment,students)%2C%20enrolling%205%2C852%2C500%20students.

Regarding California's need for building its SSW and SC workforce, the following Joint Position Statement was adopted in March 2021 by the California Association of School Counselors, California Association of School Psychologists, and California Association of School Social Workers.

> "It is our position that … Federal and State Governments Must Prioritize Funding to Meet the Minimum Federal Student Ratio Recommendations for School-Based Mental Health Professionals: The State of California must treat child and adolescent mental health as a top priority and provide funding that enables schools to lower the PPS-to-student ratio to nationally recommended levels. Ongoing revenue is needed for schools to deliver comprehensive mental health programs and develop short- and long-term strategies for meeting the basic provisions of services provided by school counselors, school psychologists, and school social workers in California's schools." Source: Retrieved 06-18-2024 from https://casponline.org/pdfs/position-papers/Position%20Statement%20-%20Community%20Mental%20Health%20Partnerships%20CASC,%20CASP,%20CASSW%2003-20-21.pdf).

Number of Individuals Currently Serving on Less than Full Credentials

The new waivers issued by the CTC is one indicator of the number of individuals serving on less than full credentials. According to data available on CTC's California Educator Supply webpage, there is an increasing trend in the number of waivers issued for all of California in the recent five years (2018-2019 to 2022-2023) for school social work, school counseling, and child welfare and attendance (see below table). PAU's northern and central California region of service contains the majority of the state's waivers.

New PPS Waivers Issued in California: 2018-2019 to 2022-2023

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
School Social Work	19	19	30	43	80
School Counseling	38	35	33	58	76
Child Welfare and Attendance	0	7	9	14	67
School Psychology	13	14	17	9	12
Total	70	75	89	124	235
Proportion of Total Waivers in Northern & Central California*	80.0%	73.3%	80.9%	59.7%	51.9%

*Northern & Central California, PAU's service region, is defined as all counties north of and not including Santa Barbara, Kings, Tulare, and Inyo Counties.

Source: https://www.ctc.ca.gov/commission/reports/data/edu-supl-other

Some of the waivers issued during the five-year period includes counties which are PAU's initial partners, Santa Clara County Office of Education and Solano County Office of Education (see below table).

New SSW and SC Waivers Issued in Santa Clara and Solano Counties: 2018-2019 to 2022-2023

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Solano County					
School Social Work				2	
School Counseling			2	1	2
Santa Clara County					
School Social Work				3	1
School Counseling	2	4	1	1	2
Child Welfare and Attendance		1			

Source: https://www.ctc.ca.gov/commission/reports/data/edu-supl-other

Trends in the CTC's Issuance of Pupil Personnel Services Credentials

The CTC's data on all PPS credentials showed a 1.9% increase in 2022-2023 compared with the prior year, with SSW and CWA experiencing the largest increases (70 and 75 respectively). This positive trend in SSW and CWA credentials is reflected in the CTC's five-year data. New PPS credentials issued over a five-year period from 2028-2019 to 2022-2023 (see below table) show a general growth trend for the SSW and CWA specializations and a fluctuating trend for the SC specialization.

Number of New Specializations Issued on a New PPS Credential: 2018-2019 to 2022-2023

	2019-2020	2018-2019	2020-2021	2021-2022	2022-2023
School Social Work	438	478	487	700	770
School Counseling	1,372	1,461	1,529	1,827	1,292
Child Welfare and Attendance	456	468	486	696	771

Source: https://www.ctc.ca.gov/commission/reports/data/edu-supl-other

Labor Market

Labor market data projects growth in California's employment of school social workers who are included in the *Child, Family and School Social Workers* category defined by the U.S. Department of Labor. Specifically, the growth rate of this category is projected to be 7.2% from 2020 to 2030 with employment at 47,200 in 2020 and projected employment at 51,800 in 2030. (California Employment Development Department, retrieved 06-18-2024 from https://labormarketinfo.edd.ca.gov/data/employment-projections.html)

Labor market data projects growth in California's employment of school counselors who are included in the *Educational, Guidance, and Career Counselors and Advisors* occupation category defined by the U.S. Department of Labor. Specifically, the growth rate of this category is projected to be 12.1% from 2020 to 2030 with employment at 33,000 in 2020 and projected employment at 37,00 in 2030. (California Employment Development Department, retrieved 06-18-2024 from https://labormarketinfo.edd.ca.gov/data/employment-projections.html)

Job Postings

Job postings data indicate robust current demand for school social workers and school counselors. For example, 1,154 job postings were retrieved for the search of "school social worker" and 412 job postings were retrieved for the search of "school counselor" in California on June 18, 2024 using the National Labor Exchange as the source. (CareerOneStop, retrieved 06-16-2024 from https://www.careeronestop.org/Toolkit/Jobs/find-jobs-results.aspx?keyword=school%20social%20worker&location=California&radius=25&source=NLX&curPage=1)

A search of job postings requiring the PPS credential for SSW and SC specifically on two employment websites, Glassdoor and Indeed, confirms the existence of demand in California at present (see below table).

Job Postings on 06-12-2024 for Full-Time PPS Credentialed School Social Workers and School Counselors on Glassdoor and Indeed

	Glassdoor	Indeed
PPS School Social Work*	19	17
PPS School Counselor**	23	24

*Search terms: "school social worker" or "school mental health" and "pupil personnel services"
**Search terms: "school counselor" and "pupil personnel services"
Note. Some job postings are on both Glassdoor and Indeed.

Precondition 2: Collaboration in Program Design and Implementation
To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Collaboration with Representatives of Employers of Credentialed Educators & TK-12 Practitioners

Palo Alto University (PAU) shares authority and responsibility for the implementation and continuous improvement of the proposed educator preparation programs via the advisory role played by representatives of county offices of education and school districts. The collaboration may be via a memorandum of understanding (MOU) with the county office or district, which assigns one or more professional staff to participate on the School Social Work (SSW) or School Counseling (SC) Community Advisory Council, or direct participation by the SSW or SC practitioner who joins the council independently without a formal affiliation between PAU and their employer.

Two offices of education, Santa Clara County Office of Education (SCCOE) and Solano County Office of Education (SCOE), are PAU's first partners formed via an MOU. For PAU's School Social Work Community Advisory Council, the participants include two school social workers who are program coordinators from SCCOE and one school social worker and administrator (from Alameda County Office of Education) who participates on the Council independently. SCOE is in the process of recruiting one or two school social workers for this Council. For the School Counseling Community Advisory Council, the partners have agreed to recruit one or more of their school counselors to participate once the Council is established.

Below are the current members of PAU's School Social Work Community Advisory Council.

Santa Clara County Office of Education

Staci Ljepava, MSW, PPSC
Coordinator of Mental Health & Wellness
Department of Youth Health and Wellness

Mireya Coronado, MSW, Mental Health School Wellness Specialist
Department of Youth Health and Wellness

Aida Fitzgerald, MSW, ASW, Mental Health School Wellness Specialist
Department of Youth Health and Wellness

Eric Garcia, MSW, ASW, PPSC, Mental Health School Wellness Specialist
Department of Youth Health and Wellness

Samatra Downing, LCSW, PPSC, CWA, M.Ed.
Coordinator of Mental Health and Wellness
Department of Youth Health and Wellness

Courtney Henry, MSW, PPSC, Mental Health School Wellness Specialist
Department of Youth Health and Wellness

Solano County Office of Education

Hannah Bales, LCSW, Clinical Services Supervisor
Department of Youth Services

PPS School Social Worker – Participating Independently

Chaunise "Chaun" Powell, Ed.D., LCSW, PPSC
Senior Chief of Student Services
Division of Student Programs and Services (SPaS)
Alameda County Office of Education

Prior to the formation of the SSW Community Advisory Council, PAU already had the input of Ms. Staci Ljepava of SCCOE as a member of the MSW Program Community Advisory Council on the initial design of the children and youth track (for the future PPS/SSW) curriculum within the overall MSW curriculum.

Documentation

SSW Community Advisory Council – Role and Responsibilities

SSW Community Advisory Council – Meeting Agendas & Minutes

MOU with Santa Clara County Office of Education

MOU with Solano County Office of Education

MSW Program Community Advisory Committee – Meeting Agendas & Minutes

Responses to Eligibility Criteria

Criterion 1: Responsibility and Authority
The institution clearly identifies the lines of authority and responsibility for any and all educator preparation programs within the institution and provides assurance that only those person(s) employed by the program sponsor will recommend individuals to the Commission for a credential or authorization.

The Provost & Vice President of Academic and Student Affairs, Division of Academic and Student Affairs (DASA), Erika R.N. Cameron, PhD, NCC, ACS is responsible for ongoing oversight, both academic and fiscal, of all educator preparation programs offered by Palo Alto University (PAU). The Provost serves as the liaison with all local, state, and national agencies with bearing on the credential programs.

DASA has four academic departments. Leading the Social Work Department, the MSW Program Director, Rose Wong, PhD, MPA, MSW/LCSW, is responsible for coordinating and delivering the Pupil Personnel Services (PPS) School Social Work credential program. Leading the Counseling Department, the Department Chair, Donna Sheperis, PhD, is responsible for coordinating and delivering the PPS School Counseling credential program. The MSW Program Director and Counseling Department Chair report directly to the Provost.

Documentation

PAU Organizational Chart

Statement of Assurance by PAU Provost & Vice President of Academic and Student Affairs

Criterion 2: Lawful Practices
A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions regarding the employment, retention or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention, and graduation of students without unlawful discrimination.

PAU makes all personnel decisions regarding employment, retention or promotion of employees without unlawful discrimination. PAU also makes all decisions regarding admission, retention, and graduation of students without unlawful discrimination.

Documentation

Employee Handbook
Section 3.3, Equal Employment Opportunity Statement and Policy, p. 10

Student Handbook
Section 2.5, Non-Discrimination Policy, pages 17-18

University Catalog
Campus Policies and Information Section, Non-Discrimination Policy, p. 72

PAU Website (Bottom of Front Page) "Anti-discrimination" Link to Nondiscrimination Policy
https://www.paloaltou.edu/sites/default/files/2023-11/nondiscriminationpolicy.pdf

Criterion 3: Commission Assurances and Compliance
The institution assures all of the following: a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (Institutions must respond to Initial Program Preconditions in Stage II of the IIA process and Program-Specific Preconditions in Stage IV). b) That all required reports to the Commission including but not limited to data reports and accreditation documents, will be submitted by the Commission approved entity for all educator preparation programs offered including extension divisions. c) That it will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member. d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines. e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate: i. Completes the program; ii. Withdraws from the program; iii. Is dropped from the program; or iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

Documentation

Statement of Assurance by PAU Provost & Vice President of Academic and Student Affairs

Criterion 4: Requests for Data
The institution must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to: program enrollments; program completers; examination results; state and federal reporting; candidate competence; organizational effectiveness data; and other data as indicated by the Commission.

Rose Wong, PhD, MPA, MSW/LCSW, Program Director of Social Work, Department of Social Work, Division of Academic and Student Affairs, is responsible for reporting and responding to all requests from the Commission for all PAU data within the specified timeframes. The data includes but is not limited to:

- Program enrollments;
- Program completers;
- Examination results;
- State and federal reporting;
- Candidate competence;
- Organizational effectiveness data; and
- Other data as indicated by the Commission

Documentation

Statement of Assurance by PAU Provost and Vice President of Academic & Student Affairs

Criterion 5: Grievance Process
The institution has a clearly identified grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is readily accessible for all applicants and candidates and is shared with candidates early in their enrollment in the program.

Palo Alto University's grievance process for handling all student grievances is outlined in the Student Handbook, which is accessed by students on the MyPAU student intranet page. The grievance procedure is also available to the public on the Consumer Information webpage on the PAU website under "Institutional Appeals and Grievance Procedures". Both the Student Handbook and University Catalog (pages 84-85) outline the grade appeal process, which may involve a grievance process.

All students are informed of the existence of the grievance process early in their enrollment in the program. Specifically, the Student Handbook is discussed in the new student orientation for all PAU students.

Documentation

Student Handbook
Section VI, Institutional Grievances & Appeals, pages 37-38

Student Handbook
Section 2.11, Grade Appeal, pages 20-21

New Student Orientation Agenda Draft
Student Handbook Review (including grievance policy)

Consumer Information Webpage on the PAU Website:
https://www.paloaltou.edu/about/consumer-information

Criterion 6: Communication and Information

The institution must provide a plan for communicating and informing the public about the institution and the educator preparation programs. The plan must demonstrate that:

a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic information about the institution's programs and requirements as listed in (b).

b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs.

Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.

The below links provide a draft website and drafts of other means of communication that will inform the public of the institution's mission, governance and administration, admission procedures, and information about all Commission-approved educator preparation programs.

Documentation

PPSC Webpage (Draft)

Flyer for Prospective MSW Students (Draft)

Criterion 7: Student Records Management, Access, and Security

The institution must demonstrate that it will maintain and retain student records. Institutions seeking Initial Institutional Approval will provide verification that:

(a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.

(b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).

(c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

Palo Alto's Registrar's Office is the official recorder and keeper of student academic records. At Palo Alto University, all student records are retained in alliance with federal, FERPA (Family Educational Rights and Privacy Act) and AACRAO (American Association of Collegiate Registrar's and Admissions Officers) guidelines.

Candidates and graduates have access to their transcripts and/or other documents for the purpose of verifying academic units and program completion through the PAU intranet website (MyPAU), their Program Director and/or the Registrar Office.

Palo Alto University's student records are stored and maintained digitally on the institution's secured server and can only be accessed via secure login to parties who have been granted permission.

Documentation

MyPAU Student Intranet Webpage

Website for ordering official transcripts:
https://tsorder.studentclearinghouse.org/school/select

Criterion 8: Disclosure
Institutions must disclose information regarding: (a) The proposed delivery model (online, in person, hybrid, etc.) (b) All locations of the proposed educator preparation programs including satellite campuses. (c) Any outside organizations (those individuals not formally employed by the institution seeking IIA) that will be providing any direct educational services, and what those services will be, as all or part of the proposed programs.

The proposed delivery model of the 2-year PPS/School Social Work program is online with three 3-day in-person immersion residencies per year. The delivery model of the PPS/School Counseling program is to be determined. In-person immersion residencies will be held on one of PAU's campuses, either in Palo Alto or Mountain View (see below addresses), or in community facilities. No outside organizations provide any direct educational services as all or part of PAU's educator preparation programs.

Allen Calvin Campus
1791 Arastradero Road
Palo Alto, CA 94304

Mountain View Campus
1172 Castro Street
Mountain View, CA 94040

Criterion 9: Veracity in all Claims and Documentation Submitted
The institution and its personnel demonstrate veracity in all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of Initial Institutional Approval.

Documentation

Statement of Assurance by PAU Provost and Vice President of Academic & Student Affairs

Criterion 10: Mission and Vision
An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation. *Note: A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission's adopted program standards in Stage IV. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution's philosophy and approach about educator preparation is consistent with California's.

Palo Alto University seeks to offer accredited PPS School Social Work and School Counseling programs. The following are Palo Alto University's mission and vision statements for our educator preparation programs. They are in alignment with California's approach to educator preparation and will be posted on the University website and Student Handbook, which will be provided to candidates as they enter the program.

Vision for Educator Preparation

A world in which insight into human behavior in the context of diversity improves learning to advance well-being and fulfilling personal lives and careers and contribute to just and inclusive communities.

Mission for Educator Preparation

Through education in school social work and school counseling, Palo Alto University prepares its students to address pressing and emerging issues in California's public schools in support of wholesome learning environments and high standard of academic accomplishment for K-12 pupils.

We developed the vision and mission by integrating the vision and mission of the California Department of Education with our institutional vision and mission. These statements directly reflect our commitment to state goals, standards, and frameworks for K-12 students. Specifically, our educator preparation programs support rigorous academic performance for the full range of California K-12 students, tailored assistance to exceptional needs students and students of diverse backgrounds, and advocacy and intervention for every child not at grade level. Additionally, our vision and mission exemplify PAU's commitment to California's adopted state standards and frameworks through the provision of high quality, research-based professional development relevant to the professional expectations of credentialed pupil personnel services professionals in school social work and school counseling.

PAU's philosophical approach underlying the design of educator preparation is guided by three institutional values: (1) equity and inclusion; (2) excellence and integrity; and (3) innovation.

1. Equity and Inclusion: Our educator preparation programs prepare graduates who respect the dignity of each individual student and family through cultural humility and respectful discussions and close collaboration so that they can become inserted within inclusive, diverse communities that can provide supportive atmospheres for student learning.
2. Excellence and Integrity: Our educator preparation programs advance the fields of school social work and school counseling through a commitment to the highest levels of ethical practice, academic rigor, and professional excellence, including a commitment to evidence-based research, teaching, and practice, and a spirit of collaboration across disciplines.
3. Innovation: Given California's complex and ever evolving sociopolitical, economic, cultural, and other local and global characteristics and circumstances, we seek to prepare school social workers and school counselors who are adaptable and innovative, especially regarding being able to find and create new pathways for working effectively and responsively with children and families from diverse backgrounds in the context of evolving educational and life settings.

Palo Alto University seeks to develop school social workers and school counselors who possess all the described attributes, which are essential for supporting the learning and academic success of a diverse population of students. This requires providing our programs' students with understanding and development of a wide range of knowledge, skills, and dispositions related to culturally responsive practice with children and their families in the public school system. Palo Alto University is committed to this endeavor.

The above vision and mission statements will be published on the University website and in institutional documentation provided to candidates. PAU's vision, mission, and values are posted on the PAU website at: https://www.paloaltou.edu/about/strategic-vision-statement

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation
Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs, and/or programs focused on K-12 public education and provide history related to that experience. CTC staff will research available information about the institution relevant to the application for Initial Institutional Approval. Also, institutions must submit proof of third-party notification enlisting comments to be sent to: Input@ctc.ca.gov

Prior Experience Preparing, Training, and Supporting Educators

Palo Alto University has not yet sponsored an educator preparation program, but it has nearly 50 years of experience in providing graduate level education to licensed clinicians.

PAU was founded as a free-standing, independent professional school in 1975. At that time, it offered a single degree program leading to a PhD in clinical psychology. Expanding its offerings over the past 20 years, the institution was reincorporated as Palo Alto University in 2009. With approval by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), PAU added PsyD in clinical psychology (2002, offered in consortium with Stanford University Medical School's Department of Psychiatry), BA and MS in psychology (2006), MA in clinical counseling (2011), and PhD in counselor education and supervision (2024). The institution's clinical psychology doctoral programs are accredited by the American Psychological Association (APA), and the MA counseling and PhD counselor education and supervision programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Currently, PAU has over 600 students in PhD and PsyD Clinical Psychology programs, nearly 500 students in the MA Counseling programs, which lead to licensure as Marriage and Family Therapists (LMFT) and Professional Clinical Counselors (LPCC), and nearly 100 students in MS and BS Psychology programs. The clinical programs provide significant numbers of graduates to California's behavioral health workforce each year. The high quality of PAU's clinical programs is demonstrated by its graduates outstanding pass rates for California licensing exams for LMFT and LPCC combined in comparison with all schools (e.g., 94.7% vs.78.7% Law and Ethics Exam, 90.0% vs.78.3% Clinical Exam, 2021).

Partnerships with County Offices of Education in Preparation for New PPS Programs

PAU has developed two partnerships, with Santa Clara County Office of Education (SCCOE) and Solano County Office of Education (SCOE), in preparation for its new PPS programs. Two school social workers from SCCOE participate on PAU's School Social Work Community Advisory Council to support the development and implementation of the SSW credential option in the MSW program. A school social worker from SCOE will join the Advisory Council starting in summer of 2024. These two county offices have also offered support for the upcoming School Counseling credential option in the MA Counseling program. Two school districts, San Francisco Unified School District and Oakland Unified School District, have expressed interest in partnering once PAU's MSW program is accredited in several years. Partnership MOUs with SCCOE and SCOE and emails with SFUSD and OUSD are linked below. PAU's affiliation agreement with SCCOE and evidence of a potential affiliation agreement with SCOE are linked from the "Criterion 12" section below.

Documentation

Notification Enlisting Comments on the PAU Website

Partnership MOU – Santa Clara County Office of Education

Partnership MOU – Solano County Office of Education

Partnership Interest Emails with San Francisco Unified School District

Partnership Interest Emails with Oakland Unified School District

Criterion 12: Capacity and Resources
An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2–4-year provisional approval (if granted) at a minimum. The institution must submit a plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

Background on Institutional Capacity and Resources

Current University facilities, hardware, software licenses, and student support and library services can accommodate the projected growth of the proposed program. In addition, the current capacities of the Division of Business Innovation and Strategic Advancement and the Center for Educational Excellence can readily support new faculty and student training.

The proposed PPSC programs should have minimal financial impact on the University. The proposed programs do not increase the costs associated with current facilities, hardware, software licenses, or other services or programs. Support for adding relevant programs and meeting the regional demand of well-trained, master-level social work and counseling professionals is central to the priorities set by the PAU Board of Trustees in the strategic plan. All start-up program costs are paid out of the Division of Academic and Student Affairs operational funds. The proposed operational budget for the educational unit's initial 2-4 years is attached (link provided below).

Palo Alto University has not incurred a deficit. The University owns the main campus, leases the Mountain View campus, and has negligible debt. The University continues to develop sources of revenue not dependent on tuition, by expansion of the Division of Business Innovation and Strategic Advancement and by pursuing funded projects that align with the University's mission and priorities. Despite COVID-19 and a global recession, PAU has continued to generate sufficient net revenue to cover all costs, maintain reserves, and continue board-directed contributions to the endowment.

Proposed Instructional and Support Personnel for PPSC Educational Unit for Initial 2-4 Years

The following personnel will provide services to candidates in the first 2-4 years of operation of the PPSC programs. Each position's minimum qualifications are noted below the position title. For the PPS School Social Work Credential option, the proposed personnel and attached operational budget are based on a proposal approved by PAU's

Board of Trustees in February of 2024 for an MSW program offering PPS School Social Work preparation. For the PPS School Counseling option, the proposed personnel and attached operational budget represent a possible model that has not yet been approved by PAU's Board of Trustees. A School Counseling program analysis and proposal will be developed and submitted in fall of 2024 for a full University review and approval process.

PPS School Social Work (SSW) Credential Option

- 1 MSW Program Director (25% assigned to School Social Work)
    - Doctoral degree in social welfare/social work; minimum of 2 years post-MSW degree professional experience; and administrative and leadership experience for new social work degree programs.
- 1 MSW Field Director (25% assigned to School Social Work)
    - Minimum of 2 years post-MSW degree professional experience; experience with training, supervising, and/or teaching MSW students or graduates.
- 1 Assistant/Associate Professor (Full-Time to School Social Work, to be hired in Fall 2025)
    - Minimum of 2 years post-MSW degree professional experience in the public school system as a school social worker; PPS School Social Work credential; experience with training, supervising, and/or teaching MSW students or graduates.
- Adjunct Faculty Members (as needed depending on enrollment)
    - Minimum of 2 years post-MSW degree professional experience in the public school system as a school social worker; experience with training, supervising, and/or teaching MSW students or graduates.
- 1 Administrative Assistant (25% assigned to School Social Work)
    - Associate of Arts or Bachelor of Arts degree; experience in administrative assistance in education.
- Teaching Assistants (as needed depending on enrollment)
    - Master's or doctoral students in social work, counseling or psychology.

PPS School Counseling (SC) Credential Option

- 1 MA Counseling Program Director/Dept. Chair (10% assigned to oversee School Counseling)
    - Master's or doctoral degree in counseling; minimum of 2 years post-master's degree professional experience; and administrative and leadership experience for new master's in counseling programs.
- 1 SC Program Director (Full-Time Assistant/Associate Professor, to be hired to develop and implement SC program)
    - Minimum of 2 years post-master's degree professional experience in the public school system as a school counselor; PPS School Counseling

credential; experience with training, supervising, and/or teaching master of counseling students or graduates.

- 1 PPS Unit Program/Clinical Coordinator (50%-time, to be hired to develop and coordinate SC and SSW internship sites, with time increased as enrollment grows)
    - Minimum of 2 years post-master's degree professional experience in the public school system as a school counselor or school social work; PPS credential; experience with training, supervising, and/or teaching master of counseling or social work students or graduates.
- 1 SC Program Assistant/Associate Professor (Full-Time to School Counseling, to be hired prior to enrollment of students)
    - Minimum of 2 years post-master's in counseling degree professional experience in the public school system as a school counselor; PPS School Counseling credential; experience with training, supervising, and/or teaching master of counseling students or graduates.
- Adjunct Faculty Members (as needed depending on enrollment)
    - Minimum of 2 years post-master's in counseling degree professional experience in the public school system as a school counselor; experience with training, supervising, and/or teaching master of counseling students or graduates.
- 1 SC Program Administrative Assistant (25%-time, to be hired in the program development phase, with time increased as needed)
    - Associate of Arts or Bachelor of Arts degree; experience in administrative assistance in education.
- Teaching Assistants (as needed depending on enrollment)
    - Master's or doctoral students in counseling.

The proposed operational budget for the PPSC Educational Unit is based on the above description of personnel. For both programs, once the total number of PPS candidates exceeds 20 students annually, a 50%-time PPS Program Coordinator position will be created and incorporated into the budget.

Documentation

Palo Alto University's Most Recent Audited Budget

Proposed Operational Budget for the PPSC Educational Unit

Evidence of Sufficient Facilities and/or Digital Learning Platforms for Candidates

Evidence of TK-12 Partnerships for Fieldwork – Affiliation Agreement with Santa Clara County Office of Education

Evidence of TK-12 Partnerships for Fieldwork – Email from Solano County Office of Education

Teach-out Plan

Response to General Precondition #9

Precondition 9: Faculty and Instructional Personnel Participation
All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b). ***This precondition applies only to colleges and universities***.

All faculty members who will teach courses in the School Social Work credential option of the MSW program to whom Precondition 9 applies:

1. Program Director (Faculty Member) – Rose Wong, PhD, MPA, MSW/LCSW*****
2. Field Director (Clinical Educator) – Vacant – In Progress – Accepting Applications
3. Assistant/Associate Professor (PPSC-SSW) – Vacant – To be posted in Spring 2025
4. Adjunct Faculty Members – Vacant – To hire as needed starting Fall 2025

All faculty members who will teach courses in the School Counseling credential option of the MA Counseling program to whom Precondition 9 applies:

1. Program Director (Faculty Member) – Donna Sheperis, PhD, LPC, CCMHC
2. Clinical Coordinator (Clinician Educator) – Diana Herweck, PsyD, LMFT, LPCC
3. Assistant/Associate Professor (PPSC-SC) – Vacant – To be posted in Fall 2025
4. Adjunct Faculty Members – Vacant – To hire as needed when program begins

Forms of Participation

All faculty members listed above will participate in the public school system at least once every three years. They will engage in different forms of participation including serving on school district advisory boards, acting as field supervisors for candidates in our programs, serving as professional development providers, and tutoring K-12 students.

Faculty will be notified of this requirement during their onboarding/orientation and will be reminded in the first department meeting of each academic year. All faculty will be required to report on their participation in their annual Faculty Activity Reports, which are reviewed by the Program Director, Assistant Provost of Faculty Success, and Provost.

*Dr. Rose Wong plans to participate in the public school system during the 2024-25 academic year by providing professional development training to school social workers, counselors, and psychologists on culturally sensitive assessment of depression in Asian immigrant teenagers and parents.

Additional Documentation

Precondition 2: Collaboration in Program Design and Implementation

SSW Community Advisory Council – Role and Responsibilities

Role of the PPSC-School Social Work Community Advisory Council
Master of Social Work Program - Palo Alto University
03/25/2024

Thank you for your interest in volunteering to serve on the Community Advisory Council for the PPSC preparation program in school social work at Palo Alto University (PAU). The new MSW program, which will enroll its first cohort in Fall 2025, will offer a specialization in culturally informed behavioral health (CIBH) with two tracks, Public Behavioral Health (PBH) and Children and Youth (CY). (Program website: https://www.paloaltou.edu/academic-programs/master-social-work)

Overview

The Community Advisory Council is composed of school social workers who are credentialed by the California Commission on Teacher Credentialing (CTC). The Council does not have formal authority to govern the program but rather serves to make recommendations and provide key information to the program directors, faculty and staff in support of the implementation and continuous improvement of the school social work credentialing option of the MSW program. Areas to assist the new program via an advisory role can consist of providing input on the purpose and curriculum of the program, ensuring effective planning and a successful accreditation process with the CTC, monitoring and strengthening of the program and services, ensuring adequate financial resources, and enhancing the organization's public standing in the school social work community.

Council Members

Your knowledge and skills are especially sought during the current curricular development phase to provide input globally and in your areas of specialized expertise.

While this is a volunteer position, ideally the member's term will be 2024 to 2026. Council meetings will occur 3-4 times a year. The Council's first meeting will be held in late April.

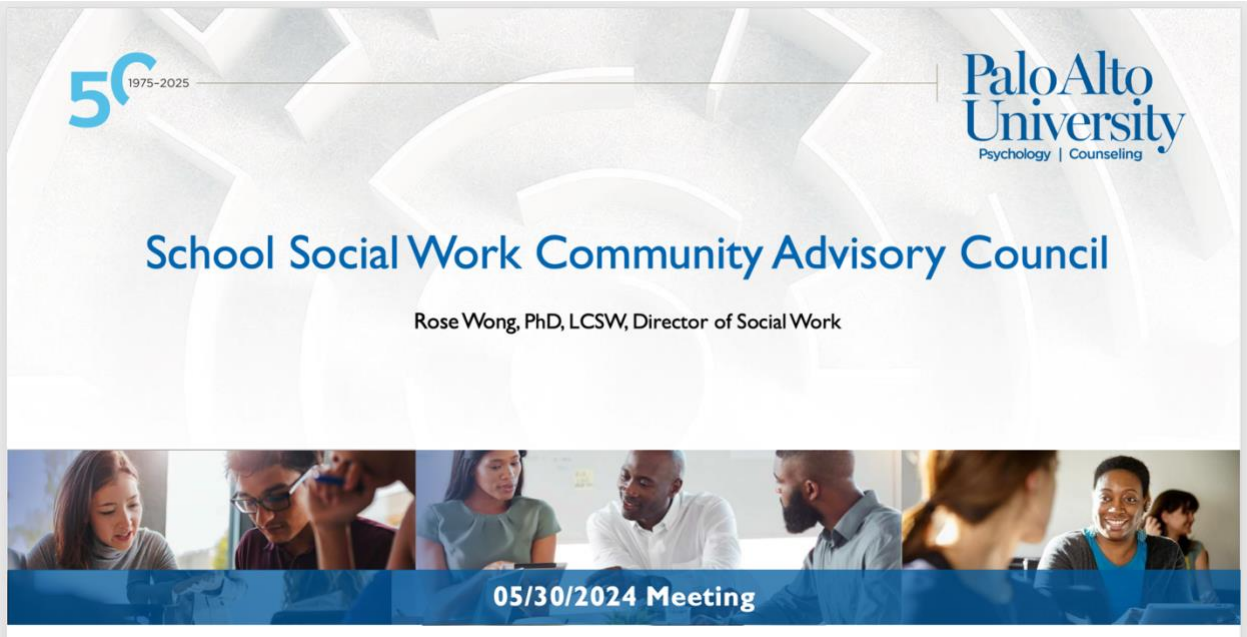
I'm excited and looking forward to hosting our first meeting.

Rose Wong, PhD, MPA, LCSW
MSW Program Director
Mobile - 510.552.9090 *Email* - rosewong@paloaltou.edu

Precondition 2: Collaboration in Program Design and Implementation

SSW Community Advisory Council – Meeting Agendas & Minutes

05/30/2024 Meeting



AGENDA

1. **Welcome & Introductions**
2. **Overview of Program & CTC Accreditation Process**
3. **Discussion & Input:**
   - A. Design of the Field Experience (learning goals for 1st & 2nd internships; SSW & CWA; employment-based & school employees; other topics)
   - B. Strategy on Best Mapping of SSW Professional Expectations – Guidance on each SSWPE
   - C. Development of Teaching Materials
4. **Next Meetings – Set Dates for New Members**

School Social Work Community Advisory Council Meeting – May 30, 2024
Palo Alto University

Participants: Staci Ljepava, Santa Clara County Office of Education; Chaunise Powell, Alameda County Office of Education; & Rose Wong, Palo Alto University

Overview of Stage in Program/Curricular Development

- Overview of CTC accreditation process with need to design how to incorporate SSW Professional Expectations and design course content specific to SSW courses and other courses.
- Overview of curricular roadmap designed with significant input by the MSW Program Community Advisory Council.

Design of Field Experiences

- Do we allow students to complete both internships in one school/school district when the school district is providing an employment-based (paid) internship?
    - This could work if there are defined expectations that provide specific experiences to get exposure to work in external organizations, which they would be missing.
- Example of defined expectations built into the internship: These would be deliverables and expectations by subspecialties:
    - Attend a SAR meeting
    - Attend a child welfare related meeting
    - Attend a dependency meeting
    - Attend an early learning
    - Attend a community school meeting
- Another way of defining expectations is that the intern must spend:
    - X amount of time in CWA
    - X amount of time in SSW
    - X amount of time in General Ed.
    - X amount of time in Special Ed. Services
    - X amount of time in Early Learning
- Should the school-based experience always be in the second year?
    - Yes and no. Yes, given that the intern is more experienced and provides better service and learns more if they are 2nd year MSW students. However, there's not a problem with it being in the first year.

Should all PPS credential students be required to complete both SSW and CWA?

- Yes. This is necessary. Every credential student needs both, completing 600 hours of public school-based internship.

How do we Engage, Assess, Intervene, and Evaluate at the Organizations and Communities Level? What should be in the curriculum?

- Students need to learn about partnerships with organizations and communities. This is about linking and understanding what services counties and CBO's provide. They need to develop partnering skills.
- Communities aspects are important because they are about community schools.

How do we Engage, Assess, Intervene, and Evaluate at the Direct Practice Level? What should be in the curriculum?

- The clinical/direct practice side needs strong training, especially evidence-based school-based applications of therapies (CBT, MI, etc.). Build capacity in basic direct practice clinical skills but make sure it is applied to school-based work. Often new SSW's don't come in with enough basics and didactic preparation.
- Given the current movement toward the medical model, students would benefit from interning in a hospital or health clinic setting, or at DCYF, or seeing court processes. Take caution however with the equity component inherent in learning and using the western medical model. We need to be intentional on how to teach care models that do not promote equity.
- Some come to SSW because they want to engage in community-defined practices. Let's think through how we merge this with the medical model and how do we teach these carefully?
- SSWs need to know *school-based* best practices (not just general ones, such as CANS for education, etc.). For example, MI and CBT in schools is for only 6-8 sessions, and structural behavioral therapy is not necessarily useful in schools. What students learn in generalist practice should also be effective in work in school settings.
- How do SSWs partner with parents: A family comes to see an SSW, what does that mean?

How to design SSWPE 10: Growth and Development

- Include how trauma impacts growth and development—how it shows up in schools, how trauma manifests or is implicated in school attendance, in disciplinary actions, student behavior, etc.

How do we incorporate the SSWPE's across the entire MSW curriculum?

- The performance expectations should be incorporated throughout all the courses because they do apply in every course, from generalist through specialist courses.
- It would be best to highlight a subset of the courses where they stand out the most. For example, the policy expectation is covered in the generalist policy course, then the advanced policy course and the capstone project. The diversity expectation is covered in the anti-racism course, the community course, and so on.

06/27/2024 Meeting

1975-2025

Palo Alto University
Psychology | Counseling

School Social Work Community Advisory Council

Rose Wong, PhD, LCSW, Director of Social Work

AGENDA

1. **Welcome & Introductions**
2. **Discussion & Input:**
   A. Mapping of SSW Professional Expectations onto the Curriculum
   B. Scheduling for the Development of Teaching Materials
3. **Next Meeting: Thursday, August 1, 2024, 3:30-4:30pm**

School Social Work Community Advisory Council Meeting – June 27, 2024
Palo Alto University

Participants: Mireya Coronado, Aida Fitzgerald, Eric Garcia, & Staci Ljepava, Santa Clara County Office of Education; Rose Wong, Palo Alto University

Overview of Task of Mapping SSW Professional Expectations (SSWPE's) onto the MSW Curriculum

- Overview of SSWPE's and relationship to CSWE core competencies (10th SSWPE is specific to SSW and not a CSWE competency).
- Overview of MSW curricular roadmap.
- Overview of goals of mapping across generalist, specialist and track courses to achieve our desired learning outcomes for school social work and maintain a coherent mapping that is consistent with the program's overall assessment plan for both CSWE and CTC (involving assessment in the capstone course and field practice).
- Overview of a sample mapping for a few of the SSWPE's.

Preliminary Mapping

- Participants worked through and provided ideas for mapping several of the SSWPE's.
- Participants will review documents and continue work on this at the next Council meeting.

Scheduling for the Development of Teaching Materials

- The schedule is to meet on July 11, 11am-Noon, to discuss the work and course components to be developed by each subject matter expert (SME). Rose will provide information on stipends as soon as possible.
- Each person interested in developing course materials will email Rose their content areas of interest by the end of the first week of July.

Next Meeting

- Thursday, August 1, 2024, 3:30-4:30pm

School Social Work Community Advisory Council Meeting – August 9, 2024
Palo Alto University

Participants: Mireya Coronado, Aida Fitzgerald, Eric Garcia, Sharon Martinez, Santa Clara County Office of Education; Hannah Bales, Solano County Office of Education; Rose Wong, Palo Alto University

Completion of Initial Mapping of CTC's School Social Work Expectations to the MSW Curriculum:

	Introduced	Practiced	Assessed
SSWPE 1: Ethical and Professional Behavior			
1.1 Understand **professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making** that are appropriate for school settings by striving to become and **remain proficient** in professional practice and **advance** the values, ethics, knowledge, and mission of the school social work profession.	**Org and Comm Practice** (board policies, ethical codes, funding/local control accountability plan) **SW Policy and Services** (how policies support migrant students & other student groups)	**CY - SW Practice in Schools** **CY - Legal Issues in C&F SW Practice**	**Capstone Project** **CIBH Field Quarter 3**
1.2 Understand and apply all **applicable federal and state laws and regulations**. (for example, the **FERPA, HIPAA, ADA, IDEA, ESSA**) as well as federal and state rules and regulations related to **confidentiality,** specifically with regards to **minor consent laws** as they relate to practice in educational settings.	**Intro to Law and Ethics** **SW Policy and Services**	**CY - BH SW Practice with C&Y** **CY - Legal Issues in C&F SW Practice** (e.g., billing insurance carriers, know the regulations)	**Capstone Project** **CIBH Field Quarter 3**
1.3 Utilize **technology** ethically and appropriately, to promote client safety and to protect the confidentiality of clients.	**Intro to Law and Ethics** **SW Policy and Services**	**CY - Legal Issues in C&F SW Practice** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
1.4 Understand and apply the relevant laws related to minors from the **Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.**	**Child Abuse Assessment & Reporting** **SW Policy and Services**	**CY - SW Practice in Schools** **CY - Legal Issues in C&F SW Practice**	**Capstone Project** **CIBH Field Quarter 3**
SSWPE 2: Engage Diversity and Difference in Practice			
2.1 Understand how **social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement**, particularly with groups that have been historically marginalized.	**Human Behavior & the Social Environment** **Anti-racism and Culture-building practice**	**CY - SW Practice in Schools** **BIPOC, Immigrants, Refugee, LGBTQ+, and Disability Courses**	**Capstone Project** **CIBH Field Quarter 3**
2.2 Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community **to advocate for more culturally responsive services** in the school community.	**Anti-racism and Culture-building practice** **Organizational & Community Practice**	**CY - SW Practice in Schools** **BIPOC, Immigrants, Refugee, LGBTQ+, and Disability Courses**	**Capstone Project** **CIBH Field Quarter 3**
2.3 Engage in **cultural humility through on-going self-reflective practice,** use of client feedback, supervision, consultation, and evaluation.	**Anti-racism and Culture-building practice** **Clinical SW Practice II or III** (check which better)	**CY - BH SW Practice with C&Y** **CIBH Practice II or III** (check which better) Maybe put in the population specific courses instead? (More advanced, now using it to engage; self-reflection broadly rather than on a spec pop.)	**Capstone Project** **CIBH Field Quarter 3**

SSWPE 3: Promote Social Justice and Equity			
3.1 **Promote social justice**, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by **critically examining existing programs and resources, and the distribution of resources**.	**Organizational & Community Practice** **SW Policy & Services**	**Behavioral Health Policy for Organizations and Systems** (Policy layer – deeper dive) **CY - SW Practice in Schools**	**Capstone Project** **CIBH Field Quarter 3**
3.2 Understand **school disciplinary practices**, with particular attention to the historically disproportionate way they have been applied, and **advocate** for consistent, equitable, fair, positive, and restorative enforcement.	**Organizational & Community Practice** **SW Policy & Services**	**Behavioral Health Policy for Organizations and Systems** **CY - SW Practice in Schools**	**Capstone Project** **CIBH Field Quarter 3**
3.3 **Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team** to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.	**Organizational & Community Practice** **SW Policy & Services**	**CIBH Practice I or II** (which better?) **CY - SW Practice in Schools**	**Capstone Project** **CIBH Field Quarter 3**
SSWPE 4: Engage in Practice-informed Research and Research-informed Practice			
4.1 **Use data to inform practice, such as school system records and other information** to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.	**Organizational & Community Practice** **Research Methods**	**Behavioral Health Program Planning & Evaluation** **CY - SW Practice in Schools** How to use mgmt. system, dashboard, etc. and data to inform practices	**Capstone Project** **CIBH Field Quarter 3**
4.2 **Utilize feedback and identify trends to inform practice** with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.	**Organizational & Community Practice** **Research Methods**	**Behavioral Health Program Planning & Evaluation** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
4.3 **Research and identify effective practices to inform specific school-based interventions**, including the use of strategies to re-engage disconnected students to the educational process.	**Clinical SW Practice II or III** (check which better; or in Practice in Schools course?) **Research Methods**	**Behavioral Health Program Planning & Evaluation** **CY - SW Practice in Schools**	**Capstone Project** **CIBH Field Quarter 3**
SSWPE 5: Engage in Policy Practice			
5.1 **Identify the needs** of the school community and subsequently **advocate** for policies, programs, and strategies to address those needs.	**Organizational & Community Practice** **SW Policy and Services**	**Behavioral Health Program Planning & Evaluation** **CY - Legal Issues in C&F SW Practice**	**Capstone Project** **CIBH Field Quarter 3**
5.2 Understand and critically analyze **district, local, state, and federal policies, practices, procedures, and funding sources**. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.	**Organizational & Community Practice** **SW Policy and Services**	**Behavioral Health Policy for Organizations and Systems** **CY - Legal Issues in C&F SW Practice**	**Capstone Project** **CIBH Field Quarter 3**

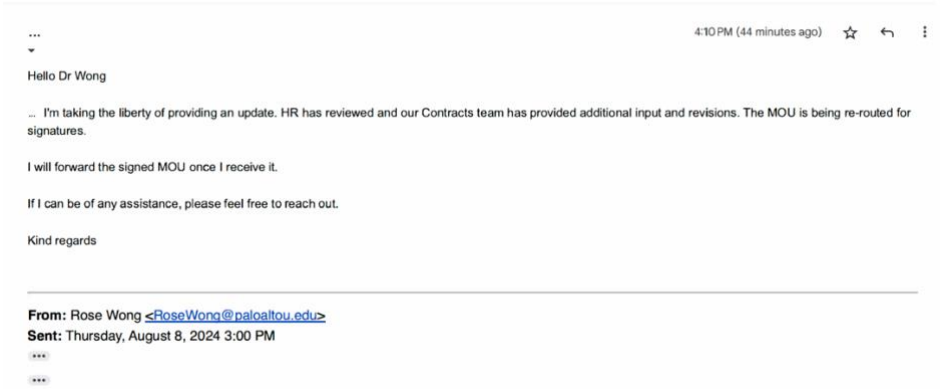
SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities			
6.1 Engage and develop **effective relationships** with students, families, school personnel, and other PPS service providers, and the school community.	**Org and Community Practice** **Clinical SW Practice II or III** (check which better)	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
6.2 Facilitate effective and appropriate **communication, coordination, collaboration,** and advocacy **planning with teachers, and other learning support providers**, including other PPS professionals, as needed to address student needs.	**Org and Community Practice** **Clinical SW Practice II or III** (check which better)	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
6.3 Provide caring and supportive **relationships, establish high expectations, and create innovative opportunities** for students to be involved and contribute to the school community.	**Org and Community Practice** **Clinical SW Practice II or III** (check which better)	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
6.4 Assist the school in providing a range of **culturally responsive opportunities, services, and supports,** as well as positive practices to reinforce regular **attendance**, including strategies to **re-engage** emotionally, behaviorally, and academically disconnected students.	**Org and Community Practice** **Clinical SW Practice II or III** (check which better)	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities			
7.1 Assess the **social and emotional needs, strengths, risks and protective factors** of students and families.	**Clinical SW Practice II or III** (check which better) **SW Practice Lab II or III**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
7.2 Assess the **existing services of the school**, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.	**Organizational & Community Practice** **Research Methods**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
7.3 **Utilize consultation** and **review school-based data** as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.	**Clinical SW Practice II or III** (check which better) **Research Methods**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**

SSWPE 8: Intervene Collaboratively with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community			
8.1 **Select evidence informed social work interventions** including counseling, case management, group work, community organization, and crisis intervention methods **that fit the ecological perspective** with students and families.	**Clinical SW Practice II or III** (check which better) **Research Methods**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
8.2 **Consult and collaborate** with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.	**Clinical SW Practice II or III** (check which better) **Organizational & Community Practice**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
8.3 Demonstrate skills in **advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports** (MTSS) that enhance school climate, wellness, and attendance improvement interventions.	**Clinical SW Practice II or III** (check which better) **Organizational & Community Practice**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
8.4 Participate in activities to **raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers** as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.	**Clinical SW Practice II or III** (check which better) **Organizational & Community Practice**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
8.5 Collaborate with the PPS team and other school personnel and community support providers to **plan and implement systematic school safety models** that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).	**CY - SW Practice in Schools** MTSS model is specific to schools **Organizational & Community Practice** School site protocols; district wide policy	**CY - BH SW Practice with C&Y** **Planning course**	**Capstone Project** **CIBH Field Quarter 3**
SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community			
9.1 Understand **and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers** in an on-going way to evaluate practices and modify approaches as appropriate.	**CY SW Practice in Schools** **Research Methods**	**CY - BH SW Practice with C&Y** **BH Program Planning**	**Capstone Project** **CIBH Field Quarter 3**
9.2 Understand and **utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes**, including school climate.	**CY SW Practice in Schools** **Research Methods**	**CY - BH SW Practice with C&Y** **BH Program Planning**	**Capstone Project** **CIBH Field Quarter 3**
9.3 Understand and **utilize disaggregated data to evaluate intervention outcomes with groups of students**, which can inform future practices.	**CY – SW Practice in Schools** **Research Methods**	**CY - BH SW Practice with C&Y** **Behavioral Health Program Planning & Evaluation** (?)	**Capstone Project** **CIBH Field Quarter 3**
SSWPE 10: Growth and Development			
10.1 Understand **typical and atypical growth and development through a strength-based and ecological perspective**. Incorporate relevant theories, research, and other information related to students' **strengths and challenges** that affect learning in school, family, and community environments.	**Human Behavior & the Social Environment** **Anti-racism and Culture-building practice**	**CY - SW Practice in Schools** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
10.2 Understand the **effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities** on student development.	**Human Behavior & the Social Environment** **Anti-racism and Culture-building practice**	**BIPOC, Immigrants, Refugee, LGBTQ+, and Disability Courses** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**
10.3 Utilize this understanding to **inform engagement, assessment, intervention, and evaluation** of outcomes.	**Clinical SW Practice I & II** (check which better) **School practice course**	**BIPOC, Immigrants, Refugee, LGBTQ+, and Disability Courses** **CY - BH SW Practice with C&Y**	**Capstone Project** **CIBH Field Quarter 3**

Precondition 2: Collaboration in Program Design and Implementation

MOU with Santa Clara County Office of Education – In Progress

Email from Santa Clara County Office of Educataion, 08/08/2024, stating that the MOU is being routed for signatures:



... 4:10 PM (44 minutes ago)

Hello Dr Wong

... I'm taking the liberty of providing an update. HR has reviewed and our Contracts team has provided additional input and revisions. The MOU is being re-routed for signatures.

I will forward the signed MOU once I receive it.

If I can be of any assistance, please feel free to reach out.

Kind regards

From: Rose Wong <RoseWong@paloaltou.edu>
Sent: Thursday, August 8, 2024 3:00 PM

Draft Text of MOU Under Review:

Memorandum of Understanding

This memorandum of understanding (MOU) is made and entered into as of April 15, 2024 by and between Santa Clara County Office of Education (SCCOE), with its office located at 1290 Ridder Park Drive, San Jose, CA 95131, and Palo Alto University (PAU), with its office located at 1791 Arastradero Road, Palo Alto, CA 94304.

The purpose of this MOU is to provide a framework of cooperation with a view to cooperate in matters of common interest related to the development of the pupil personnel services credentialed school social work (SSW) and school counseling (SC) workforce in Santa Clara County.

Cooperation between the parties encompasses but is not limited to the following areas:

- SCCOE will collaborate in program design, implementation, and continuous improvement of PAU's SSW and SC educator preparation programs through an advisory role by providing one or more credential professionals to the PAU SSW Program Community Advisory Council and the SC Program Community Advisory Council, once design activities for the SC Program are initiated at PAU.
- SCCOE will provide opportunities for faculty of PAU to participate in activities in the SCCOE school system as a means of maintaining faculty's currency in the fields of school social work and school counseling. Activities may include a faculty member acting as a student's internship supervisor or participating on a school district's advisory board, among other activities.
- PAU will provide SSW student interns to SCCOE school systems. This will be governed by an affiliation agreement for clinical training/other learning experiences. PAU, once a SC preparation program is established, will also provide SC student interns to SCCOE school systems via an affiliation agreement for clinical training/other learning experiences to be established at that time.

This MOU is a statement of intent and does not create any enforceable rights or obligations. The parties will fulfill their tasks under this MOU on a best-effort basis.

This MOU shall become effective upon signature by both parties and shall continue for a period of three (3) years. The parties may renew this MOU subject to mutual agreement.

We, the undersigned, have read and agree with this MOU.

By _____
Mary Ann Dewan, PhD
Superintendent of Schools
Santa Clara County

Date_____

By_____
Maureen O'Connor, PhD, JD
President
Palo Alto University

Date_____

Precondition 2: Collaboration in Program Design and Implementation

MOU with Solano County Office of Education – In Progress

Email from Solano County Office of Educataion, 05/21/2024, stating that the MOU is being routed for signatures:

Tue, May 21, 3:27 PM

Hi Rose,

...

I was able to meet with our Clinical Director and we are interested in both your MSW program and the other program you are developing. We would like to move forward with establishing a partnership and the MOU/Agreement for your MSW program. ...

Please let me know if you have any questions or would like to schedule a follow up meeting together.

Thank you!

Solano County Office of Education

Preparing students to learn, grow, thrive, and achieve lifelong success

Draft Text of MOU Under Review:

Memorandum of Understanding

This memorandum of understanding (MOU) is made and entered into as of July 15, 2024 by and between Solano County Office of Education (SCOE), with its office located at 5100 Business Center Drive, Fairfield, CA 94534, and Palo Alto University (PAU), with its office located at 1791 Arastradero Road, Palo Alto, CA 94304.

The purpose of this MOU is to provide a framework of cooperation with a view to cooperate in matters of common interest related to the development of the pupil personnel services credentialed school social work (SSW) and school counseling (SC) workforce in Solano County.

Cooperation between the parties encompasses but is not limited to the following areas:

- SCOE will collaborate in program design, implementation, and continuous improvement of PAU's SSW and SC educator preparation programs through an advisory role by providing one or more credential professionals to the PAU SSW Program Community Advisory Council and the SC Program Community Advisory Council, once design activities for the SC Program are initiated at PAU.
- SCOE will provide opportunities for faculty of PAU to participate in activities in the SCOE school system as a means of maintaining faculty's currency in the fields of school social work and school counseling. Activities may include a faculty member acting as a student's internship supervisor or participating on a school district's advisory board, among other activities.
- PAU will provide SSW student interns to SCOE school systems. This will be governed by an affiliation agreement for clinical training/other learning experiences. PAU, once a SC preparation program is established, will also provide SC student interns to SCOE school systems via an affiliation agreement for clinical training/other learning experiences to be established at that time.

This MOU is a statement of intent and does not create any enforceable rights or obligations. The parties will fulfill their tasks under this MOU on a best-effort basis.

This MOU shall become effective upon signature by both parties and shall continue for a period of three (3) years. The parties may renew this MOU subject to mutual agreement.

We, the undersigned, have read and agree with this MOU.

By _____
Lisette Estrella-Henderson
Superintendent of Schools
Solano County Office of Education

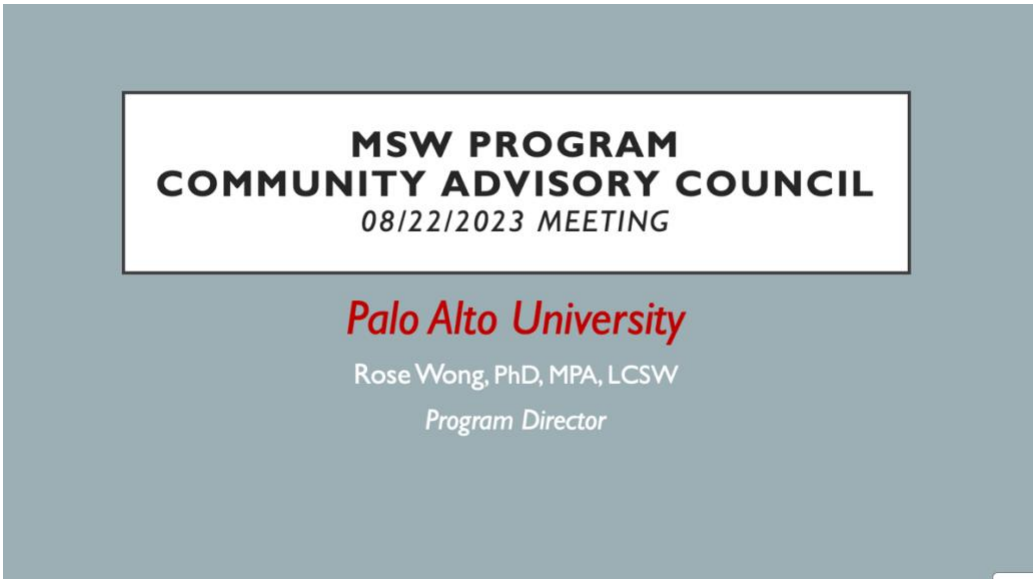
Date_____

By_____
Maureen O'Connor, PhD, JD
President
Palo Alto University

Date_____

Precondition 2: Collaboration in Program Design and Implementation

MSW Program Community Advisory Committee – Sample Meeting Agenda & Minutes



COUNCIL MEMBERS

- **Louis Chicoine**, MSW, CEO, Abode Services
- **Denise Corbin**, LCSW, Program Director, UCSF Citywide Focus
- **Staci Liepava,** MSW, PPSC, Coordinator of Mental Health Wellness, Dept. of Youth Health and Wellness, Santa Clara County Office of Education
- **Erin O'Brien**, LCSW, CEO, Community Solutions
- **Gerald R. Huber**, MSW, MPH, MPA, Director, Solano County Health and Social Services
- **Emma Rasmussen**, DHA, LCSW, Deputy Director, Fresno County Dept. of Behavioral Health
- **Mahal Villagomez**, MPH, Human Connections Division Manager, Santa Clara County Behavioral Health Services Dept.
- **Thomas N. Alexander**, MSW, President & CEO, Fred Finch Youth and Family Services
- **Nicole T. Muller**, LCSW, Program Coordinator-IPV Assistance, S.F. VA Health Care System

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AGENDA

1. **Welcome & Introductions**
2. **Overview of Program & CTC Accreditation Process**
3. **Discussion & Input:**
   A. Design of the Field Experience (learning goals for 1st & 2nd internships; SSW & CWA; employment-based & school employees; other topics)
   B. Strategy on Best Mapping of SSW Professional Expectations – Guidance on each SSWPE
   C. Development of Teaching Materials
4. **Next Meetings – Set Dates for New Members**

MSW Community Advisory Council – Meeting of August 22, 2023

Participants: Louis Chicoine, Denise Corbin, Gerald Huber, Staci Liepava, Erin O'Brien, Emma Rasmussen, Mahal Villagomez, & Rose Wong

Meeting notes by Rose Wong

Agenda

- Review and discussion of course descriptions, mission/goals/objectives statements, and half of specialization competencies.

Discussion Notes

Field Director Search Update – Repost and Advertise Better

- Suggestions centered on advertising more broadly after posting again. Distribute via MSW program alumni listservs. Check if LinkedIn App on smartphones is showing the position correctly. Some recent agency searches have had few applicants.

Prior Professional Experience for Waiving Coursework – Will ask CSWE

- Rose will ask CSWE if a program policy that allows a certain no. of years of professional experience and a test or interview could allow a student to waive a course is allowed (e.g., someone with 5 years of experience in substance treatment could waive the substance treatment course).

Population Specific Courses – Dynamic Courses Shaped by Instructors with Students

- Anti-racist (DEI) work in the agency shows that it is hard to create a safe space for staff. Instructors will need to set boundaries given the environment we are in. Staff in social work may come with different trauma backgrounds, including deprivation. Difficult conversations are involved. It's important to pay attention to the whole experience, not only academic experience. This is not to discourage this curriculum, but contingency planning for what happens in the classroom should be considered. These are operational comments.
- Clinical classes, including child abuse class too. Older MSW programs didn't have population specific courses; it's important for students to have these for the populations they will be working with. It's good to have content on the complexity that people deal with and start this conversation in graduate school. Education for working with certain groups will be helpful for practice. These classes will elicit a lot of issues within students; it is good they begin to face it now [before they face it later in their work].
- This program is trying to increase opportunities for master's level education to various populations and being able to attract and adapt to them. These courses will be influenced and shaped not only by the instructor selected to teach each course but also by the variety of students. Students are not coming in as blank slates; they are coming in with their experiences. The traumas of racism are not just specific to the groups who are afflicted but are true for all of us—we have all experienced that trauma. How we process it as professionals who work with a variety of populations no matter what social work

you do, you will be encountering that. It's excellent to be including it in this way and also to have it dynamic enough so that the people you bring in will really shape it and be able to create it based on the needs of the students they are teaching within an overall framework of trying to advance people who are trying to get their degrees so they can have clear opportunities they would otherwise would not have had.

Population Specific Courses & Capstone – Build into These Courses from Earlier Courses

- First-year courses could lead into the second-year population specific courses (where safe spaces are needed) and the capstone project. Provide a culture-building connection in the earlier courses, such as content on history and the systems in place that have caused disparities in specific cultures. Start the conversation earlier. Rose will build into the first-year courses. The curriculum doesn't have the traditional diversity course, but we can build it into HBSE and other courses.

Leadership & Management Courses – Include Economics Behind Public Policy & Financing

- Emphasis that is lacking is an understanding of the economics behind public policy. There needs to be content on budgets, how public health budgets affect how programs operate, and understanding the finances at various levels. Jerry had reviewed a draft of the course descriptions, and this was added as well as a handful of other topics. Rose will consider adding this emphasis to behavioral health policy course too.
- Behavioral health in California is changing so rapidly within the context of funding streams, the politics associated with it, etc. We want to make sure students have a general understanding of the complexity of the funding, and the political savvy needed in behavioral health more so now more than ever before.
- From the school side, understanding the whole funding structure is important too. We will be billing within our school-based centers. Rose will build this into the CY track courses.
- The level of depth or coverage of economics of public funding could vary a lot. What is the right amount for this certificate? The courses are focused on what the middle manager needs to learn. A one-unit course may not be enough. We can increase the units later.

Children & Youth – Name of Track that Reflects Public Emphasis

- Let's consider a track name that reflects the public nature of this track.
- The majority of children and youth services for specialty mental health is done through contracts with private agencies in most counties. It isn't either or but is done in partnership with the community and private agencies. Some counties are different (i.e., they do not do this).

Capstone Course – Practice & Culture-Related Project

- We will try this practice & culture project, which will be a bit less work than an evaluation project and will let students focus on their specific development needs (e.g., writing, presentations, etc.)
- Content in an earlier course that leads into the capstone project would be important. Rose will build this in.

Promoting Student Success – Student Coaches/Mentors

- Someone could touch base with students starting the program to make linkages with upcoming courses or the next year's capstone project. Give an optional resource to guide students, helping students to choose courses and understand the linkages. This may help students make it through the program, including those who have been out of school for 10-15 years. Help them not get discouraged, manage school, and make it even with chaotic lives going on.
- Rose is building into the budget student tutors/mentors. Initially these could be doctoral students then later second-year MSW students or graduates. They would be fully available rather than a very limited no. of hours.

Mission, Goals, Objectives & Vision – Emphasize Encouraging Leadership in the Program

- Glad that "leaders" is incorporated because we want to create leaders for the future in the very complex world we live in. We should be intentional about leadership, encourage it, it doesn't just happen. SW programs could encourage this more, so it's good as a program objective. When operationalizing this later, it's important to recognize the fragility of students, with incredible challenges they face. It's important to have a whole person environment that encourages and recognizes their leadership. This is likely what most students want. Getting this right will make a powerful program.
- Let's use 'cultural humility' rather than 'culturally competent' in program objectives.
- It's good that the goals reflect what is in the curriculum—that we're not saying something we are not providing, such as for leadership.

CIBH Specialization Competencies

- Competency 2: Add criminal justice to health, housing, etc.
- Competency 2: Add in "identify and address" like the other competencies. They have the knowledge but let's add in they are demonstrating too.

Closing:

- Rose will email some members individually to ask for an interview on C&Y track content.
- Next meeting will be Wednesday, 09/27/2023, 4-5:30pm.

End of Precondition 2 Attachments

Return to Precondition 2 Narrative
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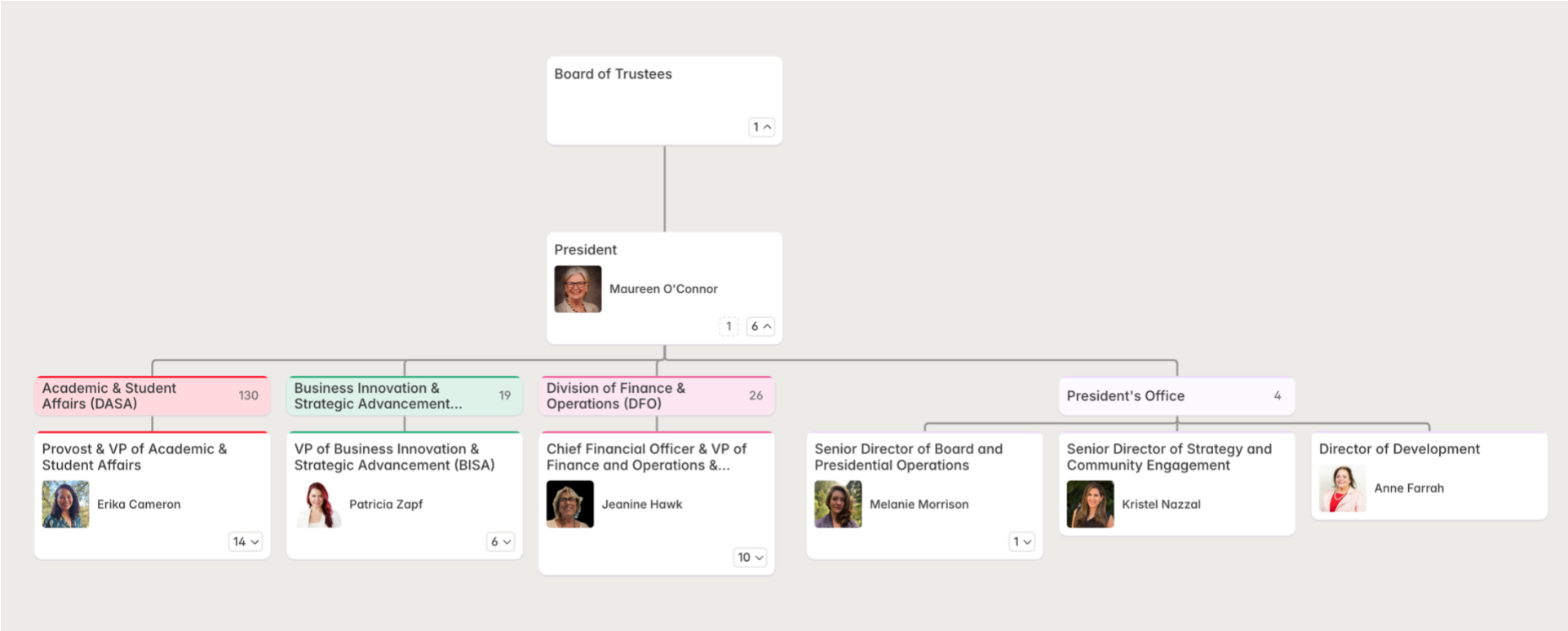
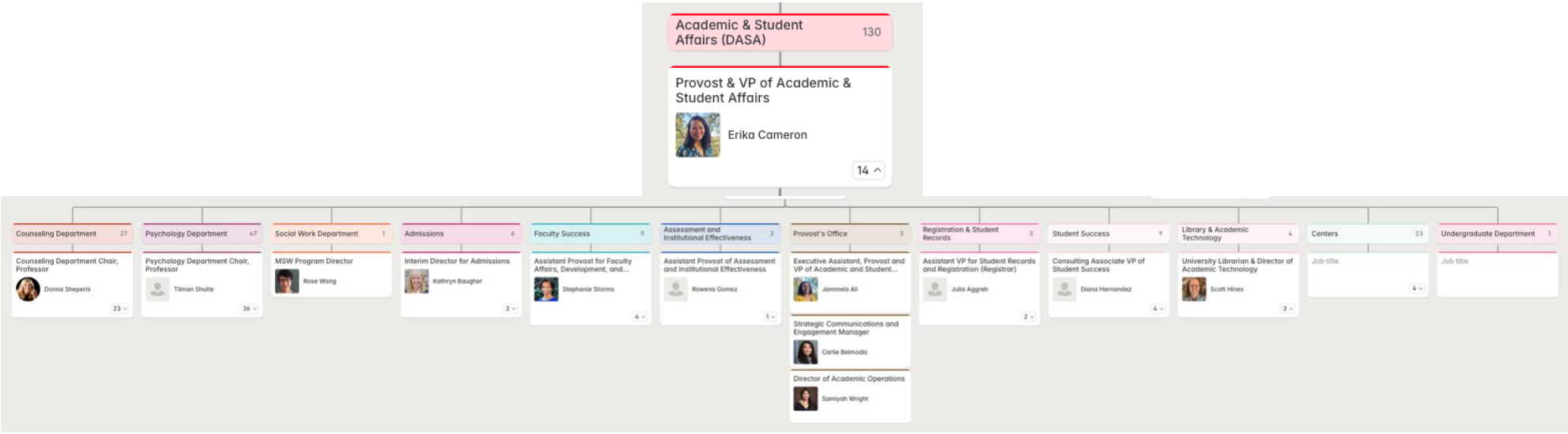
Criterion 1: Responsibility and Authority

PAU Organizational Chart

Palo Alto University's academic departments (Counseling, Psychology, and Social Work)
are in the Division of Academic & Student Affairs (DASA). See DASA's organizational structure on the next page.





End of Criterion 1 Attachments

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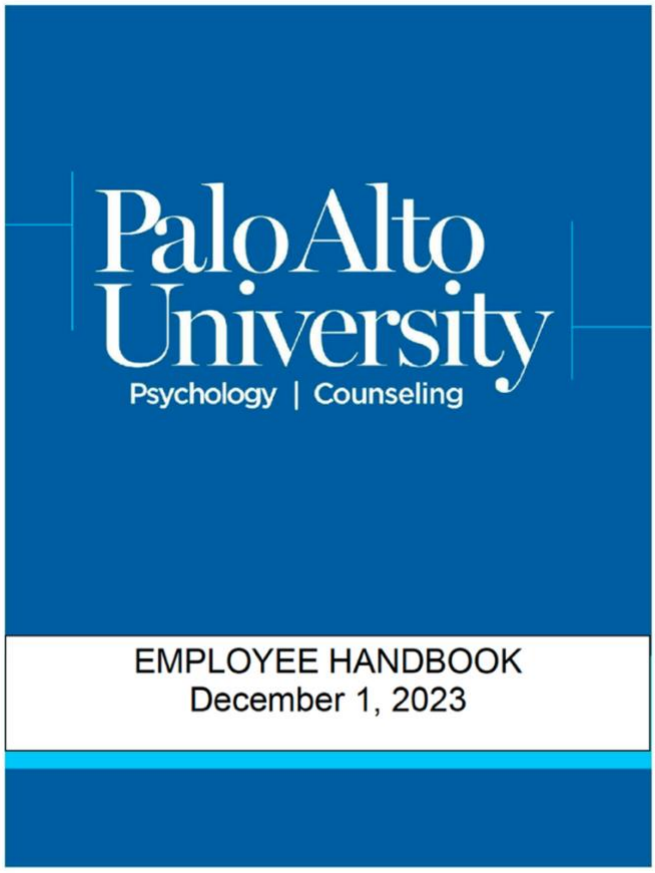
Criterion 2: Commission Assurances and Compliance

PAU Employee Handbook
Section 3.3, Equal Employment Opportunity Statement and Policy, pages 10-11



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3.3 Equal Employment Opportunity Statement and Policy

Palo Alto University is committed to the principles of equal employment. We are committed to complying with all federal, state, and local laws providing equal employment opportunities, and all other employment laws and regulations. It is our intent to maintain a work environment which is free of harassment, discrimination, or retaliation based on an individual's race (including but not limited to, hair texture and protective hairstyles such as braids, locks, and twists), color, religion, religious beliefs and status (including religious dress and grooming practices), national origin, ancestry, citizenship and immigration status under the law, physical or mental disability (with or without reasonable accommodation, including HIV and AIDS status), medical condition (including cancer and genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding or related medical conditions), sexual and gender orientation (including gender identity and gender expression), age (except for minors in certain cases), veteran and/or military status, protected medical leave status (including requesting or being approved for leave under the Family and/or Medical Leave Act or the California Family Rights Act), domestic violence victim status, participation in political activities, or any other status protected by federal, state, or local laws; and a person's affiliation (as defined by law) with persons are thusly protected. The University is dedicated to the fulfillment of this policy in regards to all aspects of employment, including but not limited to recruiting, hiring, placement, transfer, training, promotion, rates of pay, and other compensation, termination, and all other terms, conditions, and privileges of employment.

The University will conduct a confidential, prompt and thorough investigation of all allegations of discrimination, harassment, or retaliation, or any violation of the Equal Employment Opportunity Policy. The

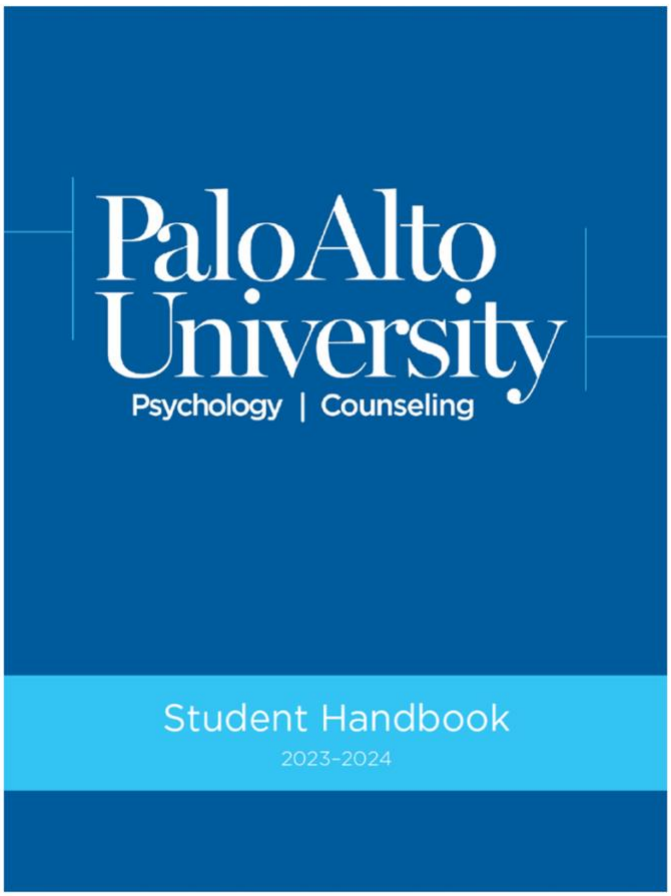
University will take appropriate corrective and remedial action, if and where warranted. The University prohibits retaliation against any employee who provides information about, complains about, or assists in the investigation of any complaint of discrimination or violation of the Equal Employment Opportunity Policy.

We are all responsible for upholding this policy. You may discuss questions regarding equal employment opportunity with your manager, any Division Vice President, or Human Resources.

Criterion 2: Commission Assurances and Compliance

PAU Student Handbook
Section 2.5, Non-Discrimination Policy, pages 17-18

Full Handbook: https://drive.google.com/file/d/1d5mlMTBR0PT9d-0PvHmzlzZexS8s5kEw/view?usp=sharing



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2.5 Non-Discrimination Policy

Building an equitable, inclusive, and just community takes institutional commitment and individual practice. Palo Alto University's core values of social justice and cultural responsiveness drive our work to develop and sustain institutional systems that foster equity-minded training, inclusive practices, and a community that embodies belonging.

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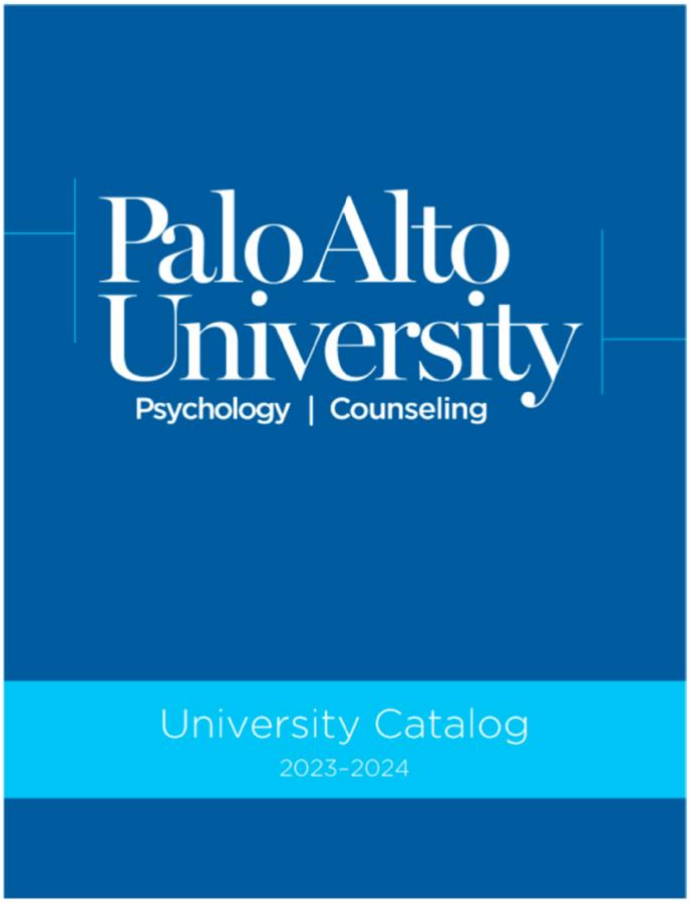
We ground this work in the foundational belief that inclusion is required for individuals and institutions to thrive and achieve their greatest potential. Palo Alto University uses the Inclusive Excellence Framework as the basis for our endeavors to build individual and institutional capacity in equity.

Further, Palo Alto University (PAU) is an equal opportunity institution of higher education and employer and is firmly committed to non-discrimination in its delivery of educational services and employment practices. In compliance with all applicable federal and state laws, such decisions will be made irrespective of the individual's race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity, medical condition, disability and/or any another status protected by law.

Criterion 2: Commission Assurances and Compliance

PAU Catalog
Campus Policies and Information Section, Non-Discrimination Policy, page 72

Full Catalog: https://drive.google.com/file/d/1AVQJJ5MueDhlePUHwvmtXXsIbLSFicyj/view?usp=sharing



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Non-Discrimination Policy

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End of Criterion 2 Attachments

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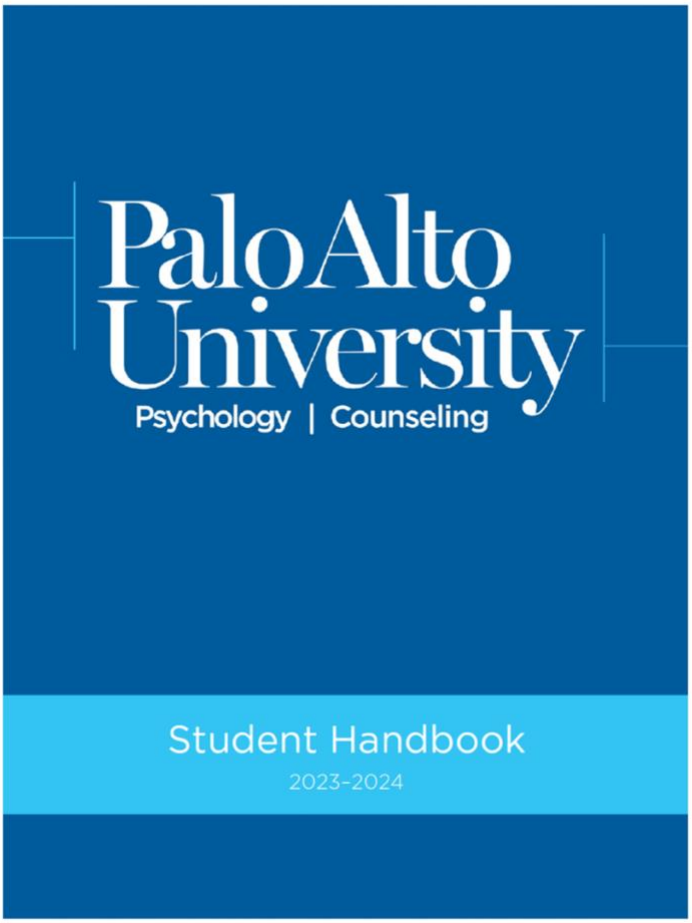
Criterion 5: Grievance Process

PAU Student Handbook
Section VI, Institutional Grievances & Appeals, pages 37-38

Full Handbook: https://drive.google.com/file/d/1d5mlMTBR0PT9d-0PvHmzlzZexS8s5kEw/view?usp=sharing



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Section VI: Institutional Grievances & Appeals

6.1 Procedures for Initiating Grievances

Except for specific matters for which a designated procedure for issue resolution is otherwise provided in University policy (e.g., harassment complaint procedures), students may submit a written grievance against action or inaction by the University (staff or faculty), which the student believes violates University policy. All such grievances must be presented in writing, including email, and addressed to the Department of Student Success within 30 days of their occurrence.

6.2 Informal Procedure

The grievant should first discuss the complaint with his or her advisor, or other appropriate campus officer, who will attempt to resolve the complaint informally. If the circumstances of the complaint prevent such informal resolution, or it is not resolved informally, the grievant should file a written complaint to PAU's Department of Student Success. Upon receipt of the complaint, the Department of Student Success will forward a copy of the complaint to the relevant Program Director, in the case of a faculty grievance, to the faculty member. In the case of a staff member, a copy of the complaint will be forwarded to the corresponding Supervisor and the staff member. In both cases, the individual against whom or related to whose action or decision the complaint is made will receive a copy of the complaint and the grievant will be advised that an investigation and discussion will begin within a reasonable amount of time of receipt of the complaint, except where additional time is required for

investigative purposes. If additional time is needed, the grievant will be notified within a reasonable amount of time.

6.3 Formal Procedure

All grievances are reviewed and investigated by a representative in the Department of Student Success. Where the grievance affects a PAU faculty member, applicable information is also reviewed by the program head. Depending upon the nature of the grievance, PAU faculty, staff, and/or administrators are consulted with and contribute to a final decision. A final decision letter will be emailed to the grievant by a representative in the Department of Student Success.

6.4 Appeals

If the grievant disagrees with the decision from a representative in the Department of Student Success, he/she/they has/have the right to appeal the outcome within ten (10) business days of receiving written notification from the Department of Student Success about the final outcome of their case.

Appeal Requests must be submitted in writing to the Provost, and must identify on what grounds the appeal is based. Appeal Requests that do not identify reasonable grounds for an appeal will be denied. Within a reasonable amount of time upon receipt of the Appeal Request, the Provost will notify the student of one of the following:

- The appeal request has been denied because the grievant did not identify reasonable grounds for an appeal;
- The appeal request has been accepted and a hearing will be scheduled within a reasonable amount of time considering the number of individuals involved with the Institutional Appeals Committee.

6.5 Arbitration

If the grievant disagrees with the decision of the Provost and wishes to challenge that decision, he or she must submit the issue to binding arbitration under the Rules of the American Arbitration Association. The costs of the arbitrator's fees or any administrative fee imposed by the American Arbitration Association shall be divided equally by the grievant and the University. The arbitration process under this Institutional Appeal Procedure is the exclusive method of external review and is final and binding on both Palo Alto University and the grievant. The arbitrator's award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

In the event a student believes they have been unfairly treated by Palo Alto University they should follow the PAU grievance procedures. In the event a student feels it cannot be resolved by the methods outlined in the University's publications and Web site, the student has the right to contact the accrediting organizations and related governmental agencies.

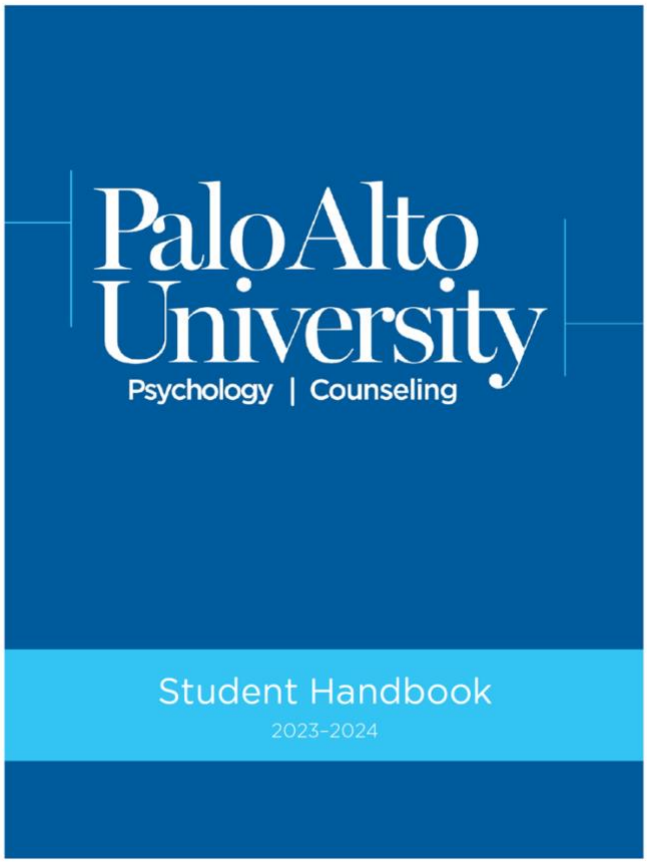
An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

2535 Capitol Oaks Drive STE 400
Sacramento, CA 95833
Phone: 916-431-6924
FAX: 916-263-1897
Website: http://www.bppe.ca.gov

Criterion 5: Grievance Process

PAU Student Handbook
Section 2.11, Grade Appeal, pages 20-21

Full Handbook: https://drive.google.com/file/d/1d5mlMTBR0PT9d-0PvHmzlzZexS8s5kEw/view?usp=sharing



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2.11 Grade Appeal

The administration, following legal and academic freedom precedents, may not overrule an academic evaluation by a member of the PAU instructional faculty so long as that evaluation has been given within the scope of the course, in good faith, and done so on a rational basis. In sum, only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by administration.

2.11.1 Informal Procedure

When students at PAU are dissatisfied with a student evaluation received in a course, their first step must be to communicate or meet with the instructor for clarification and review of the grade within five (5) days of when final grades are posted in the course. If no resolution is reached, students may use the formal procedure described below.

2.11.2 Formal Procedure

If a student believes that non-academic criteria have been used in determining their grade, or that the instructor has otherwise breached PAU policy in assigning the contested grade, the student may appeal the instructor's evaluation in writing to the Department Chair within fifteen (15) working dates of an attempt at an informal resolution of the matter. If the resolution of the Department Chair is not satisfactory to the student, the student has fifteen (15) working days to appeal the decision to the Provost. The Provost will have forty-five (45) working days to respond to the appeal. If the appeal is approved, then a hearing with the Institutional Grievance and Appeals Committee (IGAC) will be scheduled.

Only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by any of the adjudicating groups (Department Chair or IGAC). The written decision of each adjudicating body should be explicit and clear in their outcome regarding overturning or upholding the course grade.

The student's written appeal at each step of the appeals process must specify the nature of the disagreement and include copies of all documents supporting the grievance. The student bears the burden of showing that non-academic criteria were used or that PAU policy was otherwise breached. The instructor will be consulted by each body of the appeals process (Department Chair and IGAC) for additional information, and will be given an opportunity to respond. All documents will be shared equally with both the student and the instructor. In addition, all materials related to the formal appeals process will be stored in the student's file. After reading the grade appeal policy, students may use the embedded link to access the Grade Appeal Form.

Criterion 5: Grievance Process

New Student Orientation Agenda (Draft for Fall 2024)
Student Handbook Review (including grievance policy)

Palo Alto University
Psychology | Counseling

Unified New Student Orientation (USO)
Tuesday, September 10, 2024
Location: TBD

Schedule Details:

Check-In (8:30 - 9:15 AM)
- Breakfast
- Distribute Swag Gift

Opening Remarks (9:15 - 9:30 AM)
- Maureen O'Connor, President - *Welcome, Introduce PAU Value of the Year (Equity & Inclusion)*
- Erika Cameron, Provost - *What Does a Provost Do?*
- Sami & Chanel?

Ice Breaker (9:30 - 10:00 AM) - *from the Playposium conference*
- Dr. Margaret Lamar
- Dr. Cristen Wathen

Guest Speaker / Workshop (10:00 - 10:30 AM)
- Dr. Matthew Cordova
- "Self Care for Clinicians" converted into message for new students

Break (10:30 - 10:45 AM)
- Light music

Resource Highlight (10:45 - 11:20 AM) - *putting faces to the offices*
- Student Success
  - Student Handbook Review
  - TimelyCare
  - Vector Solutions: Title IX / Alcohol trainings
  - Office of Accessible Education
  - Student Support
  - International & Veteran Student Services
  - Writing Studio
  - Office of Financial Aid
- Library
- Office of the Registrar
- IT

Closing Remarks (11:20 - 11:30 AM)

Involvement Fair & Lunch (11:30 AM - 12:30 PM) - *student clubs/orgs, programs/depts/offices*

End of Criterion 5 Attachments
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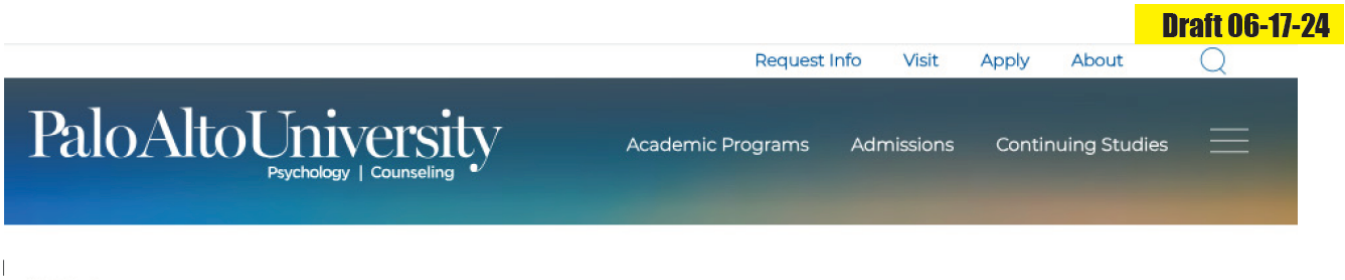
Criterion 6: Communication and Information

PPSC Webpage (Draft)



Home >

Educator Preparation Programs Website (Draft)

Pupil Personnel Services Credential

Palo Alto University (PAU) offers fully accredited curricula in school social work and school counseling practice, leading to eligibility for a recommendation for the Pupil Personnel Services Credential (PPSC) with a specialization in School Social Work (SSW) or School Counseling (SC), respectively, issued by the California Commission on Teacher Credentialing (CTC). These credentials qualify individuals to work as school social workers and school counselor in K-12 public schools in California.

Our PPSC programs educate master's-level social workers and counselors to assist California's public schools in achieving their educational mission. Our Master of Social Work (MSW) and Master of Arts in Clinical Mental Health Counseling (MA Counseling) programs aim to provide students with the knowledge, values and skills necessary to be, respectively, effective public school social workers and school counselors.

Below are PAU's vision and mission for educator preparation.

- Vision: A world in which insight into human behavior in the context of diversity improves learning to advance well-being and fulfilling personal lives and careers and contribute to just and inclusive communities.
- Mission: Through education in school social work and school counseling, Palo Alto University prepares its students to address pressing and emerging issues in California's public schools in support of wholesome learning environments and high standards of academic accomplishment for K-12 pupils.

Add-on Specialization in Child Welfare and Attendance for SSW or SC

Child Welfare and Attendance (CWA) is a specialized student support service intended to help address issues regarding student attendance. CWA professionals support maximizing children's attendance in school, through direct practice, troubleshooting and corrective efforts with children and their families, and developing and managing attendance-related programs, policies, procedures, and records. CWA professionals access services for school children from public and private providers (e.g., law enforcement, social services, and mental health services), provide training to school personnel on state and federal laws pertaining to due process and child welfare and attendance, address school policies and procedures that inhibit academic success, implement policies and strategies to improve student attendance, and promote understanding of factors that affect the attendance of culturally-diverse student populations. Students learn about the professional role and laws of CWA, program design and leadership, collaboration and partnerships, school culture, and assessment of barriers to attendance and student learning.

School Social Work Credential

Students select the school social work credentialing program option as part of the MSW program curriculum. In this program option, classroom and field education experiences focus on serving at-risk and underserved pupils and their families in the public school system. The program emphasizes direct practice with school children and caretakers, collaboration with teachers, administrators and other school personnel, advocacy and linkage with resource providers, program planning and evaluation, and collaborative practice, including with interdisciplinary teams. Students also learn about the services available to at-risk and underserved children and their families in regular and special education and in the public and community-based service systems.

School Social Work Course Requirements

For the School Social Work credential option, students must complete the Practice with Children & Youth in School and Community Settings (CY) track of the MSW program within its Culturally Informed Behavioral Health Practice specialization. The two-year (or eight-quarter) curriculum (88 units) is comprised of 40.5 units of required generalist social work courses, 37.5 units of required CIBH courses, 8.0 units of required CY track courses, and 2.0 units of CIBH elective courses. Students may optionally take a behavioral health practice language course in one of the Medi-Cal threshold languages (1.0 unit) and certificate courses in leadership and management in public behavioral health (7.0 units).

View the MSW program webpage for detailed course requirements, including course descriptions: https://www.paloaltou.edu/academic-programs/master-social-work

School Social Work Field Experience

SSW candidates must complete a minimum of 1,000 hours of field experience that includes at least 450 hours of school-based field placement in public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools. Candidates must work in multiple school levels and the distribution of hours is decided collaboratively between the candidate, field instructor, and faculty supervisor.

MSW students satisfy the field experience requirement through the first- and second-year placements, with the second-year placement typically in a school setting. School-based field placements provide students with direct contact and practice activities with students and families to develop the school social work performance expectations defined by the CTC. These field experiences include working with families and students who are English language learners, foster youth, identified as eligible for reduced priced and free meals, unhoused youth, students in need of special education or disability-related accommodations, students who have been expelled from school, sexual minority youth (LGBTQ+), and students with mental or behavioral health needs.

Add-on Specialization in Child Welfare and Attendance for School Social Work

SSW candidates may also seek the CWA authorization which requires a minimum of 150 hours of supervised school-based field experience engaging in supervised practice in student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services. Palo Alto University's curriculum addresses requirements for the SSW credential and the additional authorization for CWA.

How to Apply for the MSW Program and Declare the School Social Work Credentialing Option

You need to apply to the MSW program and complete all requirements for the degree and the specific requirements of the school social work credential option. You are required to declare your intent to pursue the SSW credential option usually by the end of the second quarter of study.

Learn about admissions policies and how to apply to the MSW program at: https://www.paloaltou.edu/academic-programs/master-social-work

School Counseling Credential

Students select the school counseling credentialing program option as part of the MA in Clinical Mental Health Counseling curriculum. School counselors support students' learning and achievement and enhance teaching and learning processes. School counselors are leaders in the school setting who promote student learning, achievement and development (academic, career, and personal/social), including through advocacy for equal opportunity and access to a quality education for all students.

School counselors have knowledge of historical and current trends in school counseling, the laws and ethics of counseling specific to children in California public schools, state and national standards for school counseling, conceptual models and evidence-based and best practices for effective school counseling and guidance, program planning and evaluation, including methods for designing and measuring student competencies and outcomes.

School Counseling Course Requirements

For the School Counseling credential option, students must complete the School Counselor emphasis of the MA in Clinical Mental Health Counseling program. The two-year (full-time) or three-year (part-time) curricular plans (unit TBD) are comprised of core and school counselor courses.

View the MA Counseling program webpage for detailed course requirements: https://www.paloaltou.edu/academic-programs/ma-counseling

School Counseling Practicum and Fieldwork Experience

SC candidates must complete 100 hours of school counseling practicum experience prior to beginning 600 hours of fieldwork experience. A minimum of 400 hours must be completed in public K-12 schools with a minimum of 200 hours at each of two K-12 school levels. These hours are typically completed across three semesters.

Add-on Specialization in Child Welfare and Attendance for School Counseling

SC candidates may also seek the CWA authorization which requires a minimum of 150 hours of school-based field experience engaging in supervised practice in student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services. Palo Alto University's curriculum addresses requirements for the SC credential and the additional authorization for CWA.

How to Apply for the MA Counseling Program and Declare the School Counseling

You need to apply to the MA Counseling program and complete all requirements for the degree and the specific requirements of the school counseling credential option. You are required to declare your intent to pursue the SC credential option usually by the end of the second quarter of study.

Learn about admissions policies and how to apply to the MA Counseling program at:

https://www.paloaltou.edu/academic-programs/ma-counseling

PPSC Requirements for School Social Work & School Counseling

Individuals must satisfy the following requirements to be eligible for an SSW or SC credential recommendation from Palo Alto University.

Bachelor's Degree

Individuals seeking the SSW or SC credential must hold a minimum of a baccalaureate degree from a regionally accredited college or university. To be eligible for a credential recommendation from Palo Alto University, students must provide an official transcript documenting conferral of a baccalaureate degree.

Master's Degree and SSW or SC Practice Curriculum

SSW and SC candidates must complete a post-baccalaureate program of study consisting of a minimum of 45 semester units in an CTC-approved professional preparation program specializing in school social work or school counseling, respectively. The program of study includes a practicum and/or field experience with school-aged children. Palo Alto University's MSW and MA Counseling programs and associated curriculum in SSW and SC practice, respectively, satisfy this requirement.

Field Practice Supervision Requirements

An SSW or SC candidate must be supervised by someone who holds a PPS credential in SSW or SC, respectively, and a minimum of two years post-master's degree experience. In addition, a supervisor with a valid CWA authorization is required in settings where the candidate will accrue hours and experience toward the CWA authorization. SSW and SC candidates must meet with their field supervisor for a minimum of one hour of individual supervision per week.

Certificate of Clearance

Before beginning a school-based field placement to satisfy the SSW or SC field experience requirement, credential-seeking students must obtain a Certificate of Clearance or hold another valid certificate or permit issued by the CTC. The Certificate of Clearance is a document issued to an individual who has completed the required fingerprint and background check process. Students must obtain the Certificate of Clearance prior to accruing any school-based field hours. Without this certificate, the hours will not count the SSW or SC field experience requirement.

Obtaining a Certificate of Clearance entails two steps: (1) Complete CTC-specific LiveScan fingerprinting, and (2) Apply for the Certificate of Clearance online through the CTC Online system.

Individuals who have received fingerprint clearance from a school district, other California state agencies, or in other states are not exempt from this requirement and must fingerprint for the CTC. This means students must complete the LiveScan process specifically for the CTC even if they have already done it for another agency. Exceptions are granted only to students who have already completed the fingerprint process and have been issued a valid document by the CTC. These students are not required to obtain another Certificate of Clearance. Certificates of Clearance are valid for five years.

Basic Skills Requirement

Applicants for an SSW or SC credential must complete the California's Basic Educational Skills Requirement to be eligible for a credential recommendation. This requirement is also a condition of employment in some school districts. The most common way to fulfill this requirement is to pass the California Basic Educational Skills Test (CBEST) examination. Credential candidates must provide a copy of the CBEST score report prior to requesting a credential recommendation from Palo Alto University. Alternatives to the CBEST may also be accepted by the CTC. For more information on how to complete this requirement, see the CTC's Basic Skills Requirement Leaflet.

Recommendation from a CTC-approved PPSC Preparation Program

SSW and SC credential candidates must obtain the recommendation of a California college or university with a CTC-approved Pupil Personnel Services program specializing in SSW or SC, respectively. Upon verification that all requirements have been satisfied, Palo Alto University submits credential recommendations on behalf of eligible candidates online directly to CTC.

How to Apply for the Credential

Apply for the PPSC by:

- Making an appointment with your department's PPSC Coordinator to review the completion of your SSW or SC (and CWA, if applicable) program requirements. If all requirements are completed, the PPSC Coordinator will sign the PPSC Approved Program Contract Form, followed by a review and signature by the Department Chair and submission of an online credential recommendation to the CTC by the PPSC Coordinator.
- Using the signed copy of the PPSC Approved Program Contract form to apply for your PPS SSW or SC Credential (and CWA Authorization, if applicable).
- Applying for your credential by completing CTC's clear PPS SSW or SC Credential Checklist and application package.

Contact your department's PPSC Coordinator if you need assistance with completing the PPSC application process.
--

Learn About Palo Alto University

History of PAU

- https://www.paloaltou.edu/about/history

Vision, Mission, and Values

- https://www.paloaltou.edu/about/strategic-vision-statement

Governance: Board of Trustees & Leadership

- https://www.paloaltou.edu/about/strategic-plan/board-trustees
- https://www.paloaltou.edu/about/leadership

Licensing and Accreditation

- https://www.paloaltou.edu/about/licensing-and-accreditation

Consumer Information

- https://www.paloaltou.edu/about/consumer-information

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Contacts

- School Social Work Credential Coordinator: sswcredential@paloaltou.edu
- School Counselor Credential Coordinator: sccredential@paloaltou.edu

Criterion 6: Communication and Information

Flyer for Prospective MSW Students (Draft)

2-Year Online Master of Social Work Program

Reach your potential in clinical social work serving California's diverse populations

Specialize in Culturally Informed Behavioral Health Practice

Earn your MSW degree in an innovative program that prepares graduates for clinical social work practice with culturally diverse and vulnerable populations in California.

- Obtain an optional certificate in leadership and management;
- Take the first step to becoming a Licensed Clinical Social Worker in California;
- Sub-specialize via two tracks:

Track 1 | Practice with Children and Youth in School and Community Settings

Gain advanced skills and knowledge to provide behavioral health care to children, youth, and their families in schools and public and non-profit organizations. Prepare for work in:

- School social work
- Community-based and clinic-based outpatient care
- Residential treatment
- Early prevention and behavioral health promotion
- Crisis response
- Juvenile justice
- Child welfare
- Foster care and adoptions

Track 2 | Practice with Adults in Public Behavioral Health Settings

Gain advanced skills and knowledge to provide clinical care to adults and older adults in the publicly funded behavioral health system. Prepare for work in:

- County and non-profit behavioral health services
- Services for veterans
- Services for the unhoused
- Jails and prisons
- Psychiatric hospitals
- Community health centers
- Integrated health care services
- Substance abuse programs

Synchronous, online classes on weekday late afternoons/ evenings & Saturdays

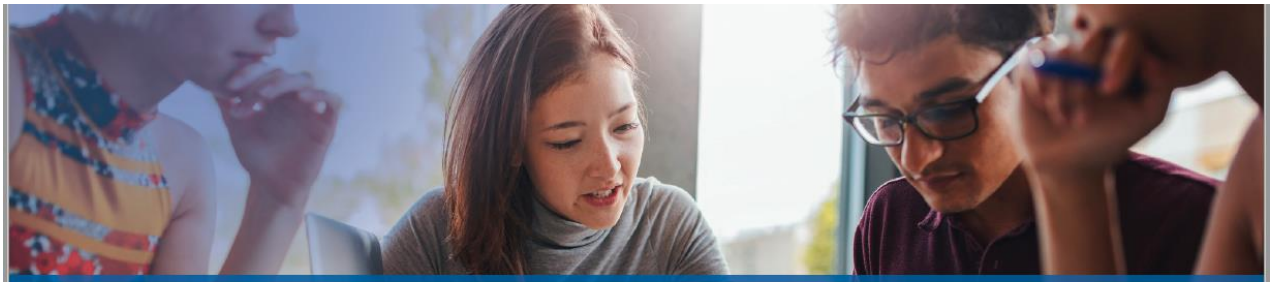
In-person 3-day immersion residencies three times per year

In-person internships in your local California area, including employment-based

CONNECT WITH US TODAY TO LEARN MORE

800-818-6136
admissions@paloaltou.edu

paloaltou.edu
@LifeAtPAU PaloAltoUniversity



Master of Social Work Program

Prepare for the Pupil Personnel Services Credential (PPSC) in School Social Work (SSW) and Child Welfare and Attendance (CWA)

- Choose the Practice with Children & Youth Track
- Complete a 400-hour internship serving children/youth and families in a community-based or county agency
- Complete a 600-hour internship in a public school, gaining experience in SSW (450 hours) and CWA (150 hours) and multiple school levels.
- Fulfill other requirements to obtain a recommendation for the PPSC from the California Commission on Teacher Credentialing

Make a difference in the field of social work. Start your journey by attending a virtual information session!

This program is approved by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

The program is not accredited by the Council on Social Work Education, but has submitted a candidacy eligibility application to initiate the accreditation process, which if successful will lead to initial accreditation typically in three years. Learn about accreditation on the CSWE website.

Degree Requirements

- 88 units of coursework (taken in 8 quarters)
- 900 hours of internship (with the possibility of employment-based placements)
- 1,000 hours of internship for students interested in pursuing the Pupil Personnel School Credential (PPSC)

Admissions Requirements

- Bachelor's degree from a regionally accredited institution or the international equivalent
- Online application through PSYCAS (application fee)
- Resume
- Statement of purpose
- Letters of recommendation from two professional or academic references
- Official transcripts
- No GRE
- No prerequisite courses

Advanced Standing

- Individuals who hold a bachelor's degree from a social work program accredited by the Council on Social Work Education may apply for Advanced Standing.
- Advanced Standing students complete 56 units of coursework (taken in 5 quarters) and 450 hours of internship.

CONNECT WITH US TODAY TO LEARN MORE

800-818-6136
admissions@paloaltou.edu

paloaltou.edu
@LifeAtPAU PaloAltoUniversity

End of Criterion 6 Attachments

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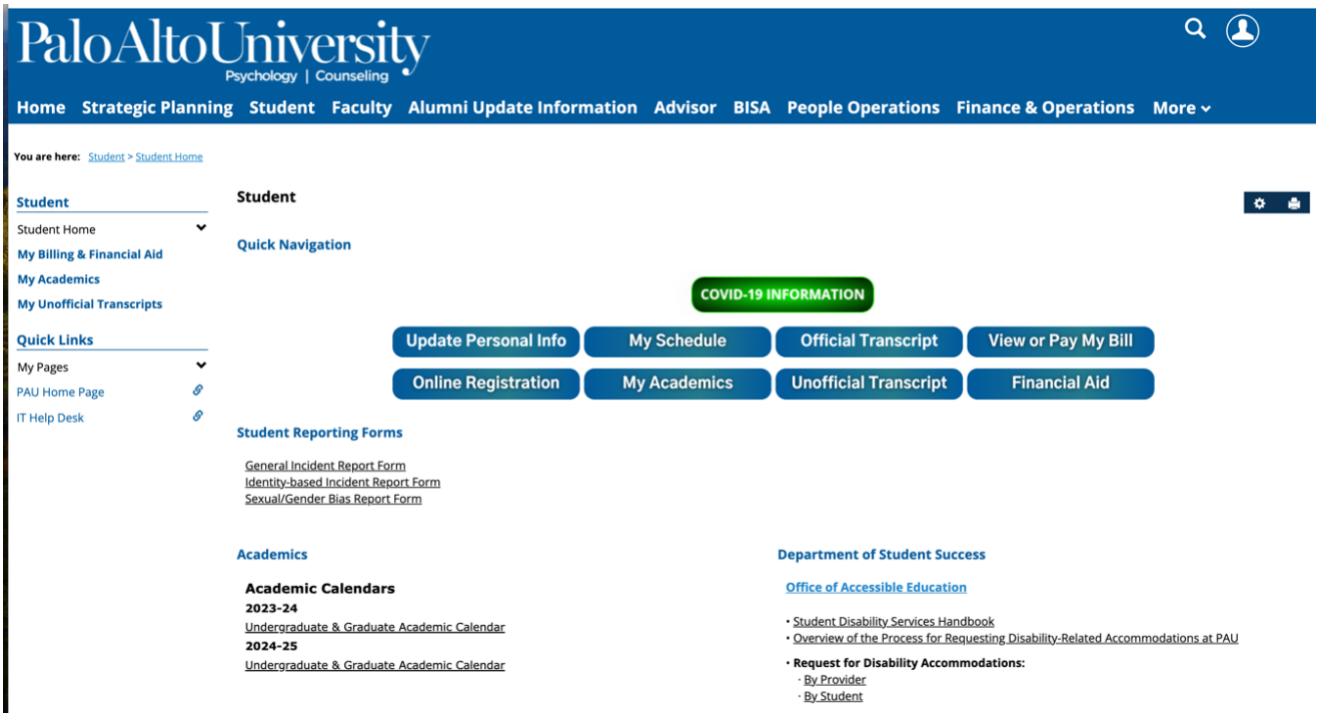
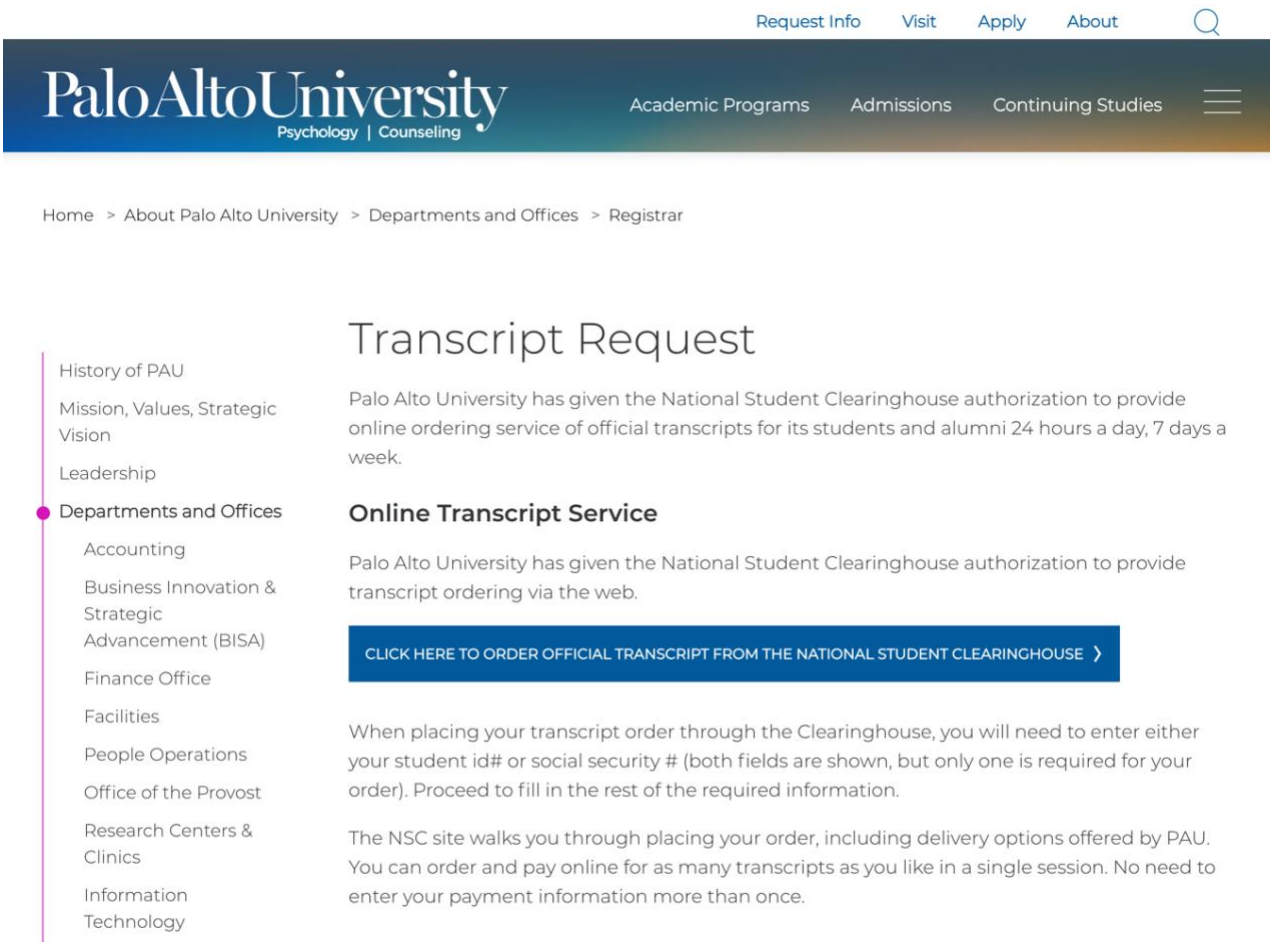
Criterion 7: Student Records Management, Access, and Security

MyPAU Student Intranet Webpage
Ordering Official and Unofficial Transcripts





End of Criterion 7 Attachments

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Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Notification Enlisting Comments on the PAU Website

Licensing & Accreditation webpage: https://www.paloaltou.edu/about/licensing-and-accreditation

Home > About Palo Alto University

- History of PAU
- Mission, Values, Strategic Vision
- Leadership
- Departments and Offices
- Consumer Information
- Licensing and Accreditation
- Collaboration with Stanford University
- Data: Admissions, Outcomes, and More
- Distance Learning
- Locations, Transportation & Parking
- Equity and Inclusion at PAU

Licensing and Accreditation

Accreditation

Academic Programs	WSCUC Accreditation	Specialty Accreditation
BS Psychology & Social Action	2006	
BS Business Psychology	2009	
MA in Clinical Mental Health Counseling	2011	
MA Counseling: Marriage, Family and Child emphasis	2011	CACREP since 2017
MA Counseling: Clinical Mental Health emphasis	2011	CACREP since 2017
MS Psychology	2000	
PhD Clinical Psychology	1986	APA since 1988
PhD in Counselor Education and Supervision	2023	
PGSP-Stanford Psy.D. Consortium	2002	APA since 2006

The Council for Higher Education Accreditation (CHEA) has developed a document titled The Value of Accreditation. This resource briefly addresses accreditation, how it works, and how it benefits both students and the public.

Regional Accreditation of the Institution

Palo Alto University (PAU) is accredited by the WASC Senior College and University Commission (WSCUC). Questions or complaints related to Palo Alto University's WSCUC accreditation status should be directed to:

PAU Seeks Initial Institutional Approval for New Educator Preparation Programs

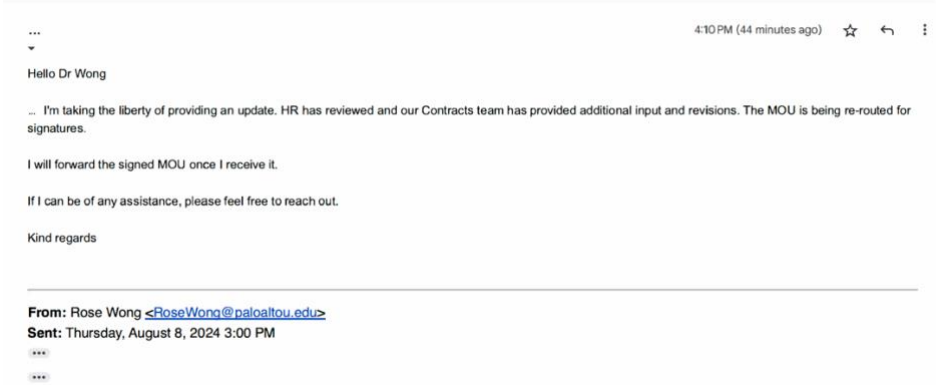
Palo Alto University is seeking Initial Institutional Approval by the California Commission on Teacher Credentialing (CTC). This approval would allow Palo Alto University to provide educator preparation programs, such as a program for the Pupil Personnel Services Credential in School Social Work. Interested parties are invited to submit comments that may help to inform the CTC of substantive issues regarding this institution.

Submit comments to the CTC at input@ctc.ca.gov. Comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, or other relationships). All identifying information will remain confidential.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Partnership MOU with Santa Clara County Office of Education

Email from Santa Clara County Office of Educataion, 08/08/2024, stating that the MOU is being routed for signatures:



...

4:10 PM (44 minutes ago)

Hello Dr Wong

... I'm taking the liberty of providing an update. HR has reviewed and our Contracts team has provided additional input and revisions. The MOU is being re-routed for signatures.

I will forward the signed MOU once I receive it.

If I can be of any assistance, please feel free to reach out.

Kind regards

From: Rose Wong <RoseWong@paloaltou.edu>
Sent: Thursday, August 8, 2024 3:00 PM

Draft Text of MOU Under Review:

Memorandum of Understanding

This memorandum of understanding (MOU) is made and entered into as of April 15, 2024 by and between Santa Clara County Office of Education (SCCOE), with its office located at 1290 Ridder Park Drive, San Jose, CA 95131, and Palo Alto University (PAU), with its office located at 1791 Arastradero Road, Palo Alto, CA 94304.

The purpose of this MOU is to provide a framework of cooperation with a view to cooperate in matters of common interest related to the development of the pupil personnel services credentialed school social work (SSW) and school counseling (SC) workforce in Santa Clara County.

Cooperation between the parties encompasses but is not limited to the following areas:

- SCCOE will collaborate in program design, implementation, and continuous improvement of PAU's SSW and SC educator preparation programs through an advisory role by providing one or more credential professionals to the PAU SSW Program Community Advisory Council and the SC Program Community Advisory Council, once design activities for the SC Program are initiated at PAU.
- SCCOE will provide opportunities for faculty of PAU to participate in activities in the SCCOE school system as a means of maintaining faculty's currency in the fields of school social work and school counseling. Activities may include a faculty member acting as a student's internship supervisor or participating on a school district's advisory board, among other activities.
- PAU will provide SSW student interns to SCCOE school systems. This will be governed by an affiliation agreement for clinical training/other learning experiences. PAU, once a SC preparation program is established, will also provide SC student interns to SCCOE school systems via an affiliation agreement for clinical training/other learning experiences to be established at that time.

This MOU is a statement of intent and does not create any enforceable rights or obligations. The parties will fulfill their tasks under this MOU on a best-effort basis.

This MOU shall become effective upon signature by both parties and shall continue for a period of three (3) years. The parties may renew this MOU subject to mutual agreement.

We, the undersigned, have read and agree with this MOU.

By _____	By_____
Mary Ann Dewan, PhD	Maureen O'Connor, PhD, JD
Superintendent of Schools	President
Santa Clara County	Palo Alto University
Date_____	Date_____

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Partnership MOU with Solano County Office of Education – In Progress

Email from Solano County Office of Educataion, 05/21/2024, stating that the MOU is being routed for signatures:

Tue, May 21, 3:27 PM

Hi Rose,

...

I was able to meet with our Clinical Director and we are interested in both your MSW program and the other program you are developing. We would like to move forward with establishing a partnership and the MOU/Agreement for your MSW program. ...

Please let me know if you have any questions or would like to schedule a follow up meeting together.

Thank you!

Solano County Office of Education

Preparing students to learn, grow, thrive, and achieve lifelong success

Draft Text of MOU Under Review:

Memorandum of Understanding

This memorandum of understanding (MOU) is made and entered into as of July 15, 2024 by and between Solano County Office of Education (SCOE), with its office located at 5100 Business Center Drive, Fairfield, CA 94534, and Palo Alto University (PAU), with its office located at 1791 Arastradero Road, Palo Alto, CA 94304.

The purpose of this MOU is to provide a framework of cooperation with a view to cooperate in matters of common interest related to the development of the pupil personnel services credentialed school social work (SSW) and school counseling (SC) workforce in Solano County.

Cooperation between the parties encompasses but is not limited to the following areas:

- SCOE will collaborate in program design, implementation, and continuous improvement of PAU's SSW and SC educator preparation programs through an advisory role by providing one or more credential professionals to the PAU SSW Program Community Advisory Council and the SC Program Community Advisory Council, once design activities for the SC Program are initiated at PAU.
- SCOE will provide opportunities for faculty of PAU to participate in activities in the SCOE school system as a means of maintaining faculty's currency in the fields of school social work and school counseling. Activities may include a faculty member acting as a student's internship supervisor or participating on a school district's advisory board, among other activities.
- PAU will provide SSW student interns to SCOE school systems. This will be governed by an affiliation agreement for clinical training/other learning experiences. PAU, once a SC preparation program is established, will also provide SC student interns to SCOE school systems via an affiliation agreement for clinical training/other learning experiences to be established at that time.

This MOU is a statement of intent and does not create any enforceable rights or obligations. The parties will fulfill their tasks under this MOU on a best-effort basis.

This MOU shall become effective upon signature by both parties and shall continue for a period of three (3) years. The parties may renew this MOU subject to mutual agreement.

We, the undersigned, have read and agree with this MOU.

By _____
Lisette Estrella-Henderson
Superintendent of Schools
Solano County Office of Education

Date_____

By_____
Maureen O'Connor, PhD, JD
President
Palo Alto University

Date_____

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Partnership Interest Emails – San Francisco Unified School District

Geier, Michael <geierm@sfusd.edu> Fri, Apr 19, 8:33 AM

to me, Edward, Salina, Jason

Dear Rose,

Thank you for meeting with me and Eddie to share about the exciting development of the PAU MSW program. We are very interested in hosting prospective MSW interns at SFUSD school sites in the future once the program is fully accredited. Unfortunately, we do not have staff capacity to commit to the advisory council.

We would be happy to initiate an MOU when ready. We have standard MOU templates we are required to use for our partnerships with graduate programs, which we can share down the line.

I hope you and the PAU team will consider SFUSD for intern placements in the future. Thank you again for your time and wishing you all the best.

In community,

We would be happy to place MSW interns from PAU

Michael Geier, LCSW, PPSC (he/him)
Manager II
Wellness and Health Education Team
Student and Family Services Division
727 Golden Gate Ave Office
Mobile: 510-969-0659

If you need additional support, please contact our **Student Family School Resource Link**. Email a request to sflink@sfusd.edu or call 415-340-1716.

SFUSD Student & Family Services Division

Rose Wong <RoseWong@paloaltou.edu> Fri, Apr 19, 8:53 AM

to Michael, Edward, Salina, Jason

Dear Michael,

Thank you for being interested in hosting our MSW interns once we are fully accredited and for the opportunity to meet with you and your support in general. We appreciate your offer of collaboration.

We will be back in touch in the future.

Sincerely,
Rose

•••

--

Powers, Edward <powerse@sfusd.edu> Mar 26, 2024, 4:53 PM

to Michael, Jason, me

Hi Rose,

Thanks for your email. We have enjoyed our partnership with Palo Alto and working with their PCC students. For your reference, here is information about our internship program. We would be interested to learn more about the MSW track and potential collaboration.

I've cc'd my supervisors, Michael Geier and Jason Finau, to have to be able to attend as well. Please let us know some available times, and we can schedule a meeting.

Looking forward to hearing more,

Eddie

•••

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Eddie Powers, LCSW (#75218), PPSC
Clinical Supervisor, Student Intervention Team
San Francisco Unified School District
Pronouns: he/him/his

Collaborating for New School Social Work Prep Program

External Inbox ×

Rose Wong <RoseWong@paloaltou.edu> Mar 26, 2024, 9:28 AM

to powerse

Dear Mr. Powers,

Heather Graham from OUSD referred me to you and SFUSD's Student Intervention Team program.

Palo Alto University is launching an MSW program (see attached flyer and web link below) which will enroll students starting in fall 2025. We will offer a specialization in Culturally Informed Behavioral Health Practice with tracks for working with children/youth or with adults. It is via the children/youth track that we will prepare school social workers (SSW). We recently applied with the Commission for Teacher Credentialing to begin the accreditation process to become a PPSC preparation program.

We are looking to collaborate with school districts. We are currently in the phase of developing curricular content (syllabi and teaching materials). I am forming a PPSC-SSW Community Advisory Council and would like to invite one or two of your School Social Workers to participate (especially ones who have had experience training/supervising school social workers and/or have expertise in social work with specific diversity and language groups). The Advisory Council members will be providing input on curricular development during 2024 and, once the program begins, on program implementation. There will also be an opportunity for Council members to take part in developing syllabi and teaching materials for parts of courses, which would be paid work, although this is not required. We will be holding the first Advisory Council meeting in the second half of April.

We are also interested in partnering in other ways. Would you be interested in meeting with me for an overview about our MSW program and explore a possible collaboration?

Program website: https://www.paloaltou.edu/academic-programs/master-social-work

Thank you.
Rose

Rose Wong, PhD, MPA, LCSW
MSW Program Director at Palo Alto University
Mobile (510) 552-9090 | **Web** www.paloaltou.edu

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Partnership Interest Email – Oakland Unified School District

Heather Graham <heather.graham@ousd.org> Tue, Mar 26, 8:24 AM

to me

Hi Rose,

Thank you for your time yesterday and for this information. I've been thinking about this PPSC council and I really believe that SFUSD, specifically their Student Intervention Team (internship program) would be a great partner for you all. We collaborate closely with this team and they are where I hope we will be in the next five years or so as a district. They have a school social worker in every school with a job description that is aligned with the mezzo work the evidence points to as necessary to support student wellbeing. The SIT program offer a robust and large MSW grad intern training program for interns that is very well-established.

I am still interested in seeing who in OUSD may be interested in this but can't help but think they'd be an ideal partner. If interested, please reach out to SITeam@sfusd.edu or Eddie Powers, LCSW PPSC @ powerse@sfusd.edu

My best,
Heather

•••

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Heather Graham, LCSW (#75120) PPSC
Counseling Internship Program Coordinator
Oakland Unified School District

Heather Graham <heather.graham@ousd.org> Thu, Mar 14, 1:06 PM

to Andrea, me, Sarah

Hi Dr. Wong,

Thank you for reaching out about this opportunity to partner! Andrea, Sarah and I are available to meet with you on Monday 3/25 at 11 am via zoom. Would that work for you?

Looking forward to hearing more about the new MSW program!

Heather

•••

--

Heather Graham, LCSW (#75120) PPSC
Counseling Internship Program Coordinator
Oakland Unified School District

End of Criterion 11 Attachments

Return to Criterion 11 Narrative
Go to Table of Contents

Criterion 12: Capacity and Resources

Proposed Annual Operational Budget – Initial 2-4 Years

Resources will be allocated annually based on the identified needs of each program. The Program Directors and Unit Head will review data for areas of strength and areas for improvement annually. The Program Directors will present the proposed expenditures for their program each year based on enrollment growth and analysis of program outcomes. See the proposed annual operational budget below.

The PPSC School Social Work (SSW) program budget is a component of the overall new Master of Social Work (MSW) program 5-year budget, which was approved by PAU's Board of Trustees in February of 2024. The MSW Program budget includes a 3-year $1.5 million grant awarded in 2023 from California's Department of Health Care Access and Information (HCAI) to establish the program. The PPSC School Counseling (SC) program proposal, including its budget, will undergo the University's full review and approval process. Each program budget is based on an annual cohort size of 10-12 PPS credential students during the initial years.

Proposed Annual Operational Budget for Initial 2-4 years

Item	SSW Program	SC Program	Notes
Department Chair/ Program Director	$53,000	$21,000	A percentage of salary and benefits aligned with portion of total job responsibilities
Program Director	--	$120,000	A percentage of salary and benefits aligned with portion of total job responsibilities
Field Director/Clinical Coordinator	$35,000	$70,000	A percentage of salary and benefits aligned with portion of total job responsibilities
Assistant or Associate Professor (full-time)	$160,000	$160,000	Faculty member with a PPSC SSW or SC and minimum of 2-years post-master's experience
Adjunct Faculty (.5 FTE)	$40,000	$40,000	As needed ($1,667/course unit)
Faculty Development	$4,500	$4,500	
Program Coordinator/ Administrative Assistant	$22,000	$22,000	A percentage of salary and benefits aligned with portion of total job responsibilities

Teaching Assistants	$6,000	$6,000	A percentage of the total master's program expenditure
Library Resources	$7,000	$7,000	Databases and publications specific to education/SSW/SC
Admissions/ Marketing	$15,000	$15,000	A percentage of the total master's program expenditure
Other Operating Expenses	$4,000	$4,000	A percentage of the total master's program expenditure
Overhead	$10,000	$10,000	A percentage of the total master's program expenditure
Course Development	$40,000	$40,000	One-time in Years 1-2
CTC Institutional Approval	$10,500	$8,500	One-time in Years 1-4 ($2K application, $5.5K site visit, & $1.5K annual program fee)
TOTAL (Per Year)	$361,700 *per year* + $50,500 *one-time*	$361,600 *per year* + $48,500 *one-time*	

Criterion 12: Capacity and Resources

Evidence of Sufficient Facilities and Digital Learning Platforms

Sufficiency of Facilities

Palo Alto University utilizes two campuses: The Calvin Campus, an 8.8-acre campus in the Enid W. Pearson-Arastradero nature preserve and the Mountain View Campus. PAU owns the Calvin Campus and leases the nearby Mountain View Campus. In addition to administrative and other offices, there are three classrooms on the Calvin Campus, as well as the library, offices, and multiple conference rooms. The Mountain View Campus was designed to provide flexible, multi-purpose space. It houses the University's community mental health training clinic, the Gronowski Center, and provides 3 classrooms, 2 conference rooms, 8 therapy rooms, 3 teletherapy rooms, 3 clinic offices, 1 clinic conference room, 7 faculty offices/labs, 3 academic and student success offices, 1 cabinet administrative office, and 1 IT/facilities office. PAU's PsyD in Clinical Psychology program, offered in consortium with the Department of Psychiatry in the School of Medicine at Stanford University also utilizes space on the Stanford campus.

The PPSC programs have sufficient office and classroom space to achieve their mission. The School Social Work credential option, as part of the new MSW program, will be delivered online. Given its online format, the need for office and classroom space is small. The program requires only hoteling office space, which is already available, for remote faculty/staff on an as needed basis. The program's in-person three-day immersion residencies will be held on or off-campus in coordination with the immersion residences of the MA Counseling program, which have been held at both on- and off-campus locations in the past. Even though the delivery format of the School Counseling credential option will be finalized based on market data, the expectation is for online delivery. As part of the current MA Counseling program, which offers online and in-person delivery options, campus facilities augmented with off-campus community facilities and conference centers as needed will be sufficient for the new program.

Sufficiency of Digital Learning Platforms

The PPSC programs will have sufficient technological access, technology support, and online learning library resources to achieve its mission.

<u>Technological Access</u>

PAU's Academic Technology Department provides technology and services related to teaching, learning, and research in collaboration with the PAU Library, Center for Educational Excellence (CEE), and the PAU Department of Information Technology (IT). Course materials, assignments, exams, discussions, and other activities are accessible by students 24/7/365 on the Canvas Learning Management System (LMS) platform, which is compliant with U.S. government accessibility standards. Training for students and faculty in using the Canvas LMS is provided in sessions taught in-person and online by Academic

Technology staff and reinforced through online videos and step-by-step guides. Access to the Google suite of technologies, the Microsoft Office suite, SPSS statistical software, the Canvas Studio video platform, the Qualtrics online survey research platform, and other technologies integrated into the Canvas LMS is also provided at no cost to students and faculty at PAU.

Technology Support

PAU provides 24/7/365 technical support for students and instructors experiencing problems using the Canvas LMS platform through Canvas' technical support operations. 24/7/365 support is also provided for instructors in their use of the Canvas platform, including support for questions about the best way to deploy the platform for greatest pedagogical effect and achievement of learning outcomes. This support is provided through Canvas' support operations, in which questions are answered by experienced online instructors and experts in best pedagogical practices using the Canvas platform. Further support for students and instructors is provided weekdays 9-5 Pacific Time by PAU's Academic Technology staff to ensure that faculty and students are successful in accessing and using Canvas and that they have support in video production and deployment.

Academic Technology staff, consisting of two technologists, provide assistance to faculty with designing courses and integrating special features of the Canvas LMS into their courses. The staff also assists faculty and students with using video and other technologies for teaching, learning, and research. In collaboration with the PAU Department of Information Technology, the PAU department of Academic Technology provides assistance and training in using other technologies such as hyflex classroom technologies and the Zoom video conferencing platform used in online classrooms and in the everyday work of students, faculty, and staff.

PAU also provides the services of an IT helpdesk whose staff are available in person and online to aid with and maintenance of information technology that makes up the technological infrastructure of the institution such as email, laptops and other equipment provided to faculty, and servers and networks that bind all IT resources together. General IT support is provided weekdays 9am-10pm Pacific Time by PAU IT Helpdesk staff who are available via email or telephone as well as via in-person visits.

Proficiency is expected in the use of Windows, Mac, or Chromebook operating system; Web browser; Webcam; and Computer microphone. Students will receive new student orientation training on how to access required technology used in the program. We also have information on PAU's website and an announcement on Canvas Learning Management System (LMS) at the beginning of each quarter to orient students to Academic Technologies.

Online Learning Library Resources

The PAU library provides online access to 60 databases, mainly in the areas of clinical psychology and counseling. Additional resources will be added in the coming year that are focused on the area of social work. Here is a list of the databases that are currently available: https://paloaltou.libguides.com/az/databases

The PAU library provides online access to 62,717 journals, mainly in the areas of clinical psychology and counseling. Additional resources will be added in the coming year that are focused on the area of social work. Here is a list of the journals that are currently available: https://pau.on.worldcat.org/atoztitles/browse

There is no charge to PAU students, faculty, and staff to access PAU library resources. All online resources are available to students, faculty, and staff 24/7/365 through authenticated login through PAU's OneLogin Single Sign-On. The PAU library holds a small collection of print materials and a large collection of psychological tests in the physical library, and these materials are available to students M-F 8am-9pm and Sat-Sun 10am-4pm. Here are the circulation policies governing the use of those materials: https://www.paloaltou.edu/library/library-services/circulation

Librarians are available 8am-7pm Pacific Time, Monday-Friday online and onsite to support research activity. Online support is provided through email, phone, and Zoom online video conferencing. The library is also open onsite 8am-9pm, Monday-Friday and 10am-4pm, Saturday-Sunday to provide access to onsite resources.

Students and faculty may meet with librarians online using Zoom or Google Meet or may visit the physical library and meet with librarians in person. These online or in-person sessions may focus on learning about the mechanics of using library resources, strategies for conducting simple and complex searches in the social work, counseling and psychology literature, and instruction in more complex topics such as organizing citations and the research process using Zotero, concept maps, and literature search lab notebooks.

The PAU library is experienced in providing resources and services at the graduate level and in the areas of study and research covered by the new PPSC programs. This is because the PAU library already supports two research-intensive doctoral programs and faculty research labs associated with those programs in clinical psychology as well as several independent research institutes and a master's program in counseling.

Criterion 12: Capacity and Resources

Evidence of TK-12 Partnerships

Affiliation Agreement with Santa Clara County Office of Education – In Progress

Emails from Solano County Office of Education, 5/21/2024 & 6/11/2024, regarding affiliation agreement being routed for signatures:

<...@sccoe.org> Jun 11, 2024, 9:46 AM

Good morning, Rose,

...

... has approved the letter and MOU for routing. I have provided him with the letter and MOU.

If I can be of further assistance, please let me know.

Tue, May 21, 3:27 PM

Hi Rose,

...

I was able to meet with our Clinical Director and we are interested in both your MSW program and the other program you are developing. We would like to move forward with establishing a partnership and the MOU/Agreement for your MSW program. ...

Please let me know if you have any questions or would like to schedule a follow up meeting together.

Thank you!

Solano County Office of Education

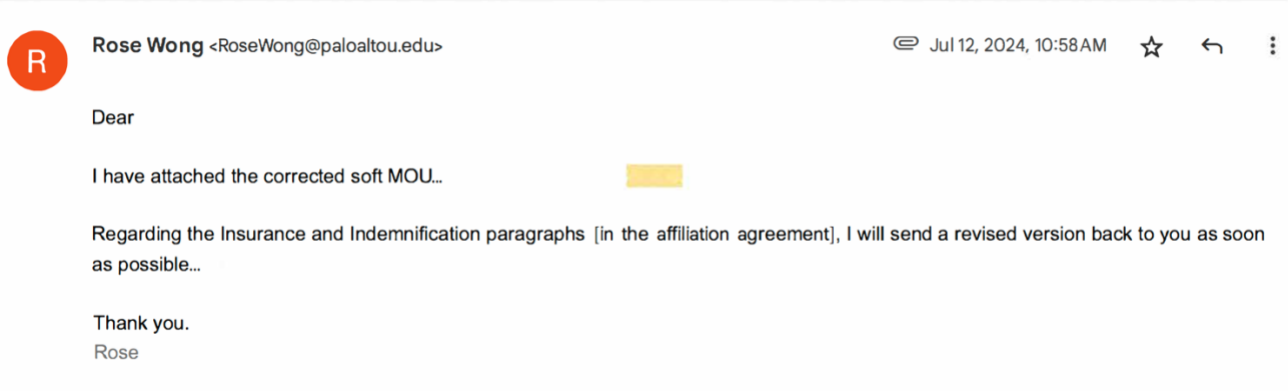
Preparing students to learn, grow, thrive, and achieve lifelong success

Criterion 12: Capacity and Resources

Evidence of TK-12 Partnerships

Affiliation Agreement with Solano County Office of Education – In Progress

Email from MSW Program Director to Solano County Office of Education, 7/12/2024, regarding adjustments to the affiliation agreement.



Rose Wong <RoseWong@paloaltou.edu> Jul 12, 2024, 10:58 AM

Dear

I have attached the corrected soft MOU...

Regarding the Insurance and Indemnification paragraphs [in the affiliation agreement], I will send a revised version back to you as soon as possible...

Thank you.
Rose

Criterion 12: Capacity and Resources

Teach-Out Plan

Palo Alto University intends for all University degree programs to remain viable for long periods of time. However, if a program is deemed not viable through the process described in this document, no new students will be admitted. In this situation, the University will make every reasonable effort to honor the commitment to all students remaining in the program.

Any plan for termination or actions to implement the termination of a degree program will comply fully with the WASC Senior College and University Commission (WSCUC) Teach-Out Policy. The below guidelines govern the termination of degree programs and teach-out plans.

1. The academic unit in which the program is housed must conduct a program review that carefully examines possible factors that limit the program's viability. These factors may include workforce demand and supply shifts, demographic and regional factors, external agency requirements, enrollment trends, and financial considerations, among other factors.
2. If the academic unit determines that termination of the program rather than an action to revise the program is the best course of action, it will submit a proposal for termination to the Provost & Vice President of Academic and Student Affairs. The proposal must include the appropriate evidence and rationale for the decision, a timeline and curriculum plan for the full teach-out, and a plan to notify students, internal constituents, and external regulatory bodies, including WSCUC and the U.S. Department of Education.
3. The Provost will review the proposal and, if approved, will forward a recommendation to the President. The final decision to terminate the program will be made by the President and Board of Trustees.
4. Students will be notified in writing of a date for program closure as early as possible or as required by state or federal law. The notice will include the rationale for termination and any additional costs related to the program closure.
5. Faculty in the program will be notified in writing of a date for program closure as early as possible or as required by state or federal law. The notice will include the rationale for termination.
6. Students will be given a list of course offerings required for program completion and the timeline in which the courses will be offered. The University will make every reasonable effort to offer the courses and support students through program completion in a timely manner. To address individual needs,

independent study plans will be developed to assure that the students complete their degree plans and graduate in as timely a manner as possible.

7. Palo Alto University will also work with other universities to negotiate transfer arrangements when feasible.

End of Criterion 12 Attachments

Return to Criterion 12 Narrative
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Palo Alto University
Assurance Statements

Criterion 1: Responsibility and Authority

Duties regarding credential recommendations will not be delegated to persons other than employees of Palo Alto University. PAU employees identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.

Criterion 3: Commission Assurances and Compliance

Palo Alto University assures that:

1. It will comply at all times with all relevant preconditions for the initial program(s) being proposed.
2. It will provide all required data reports, including but not limited to data reports and accreditation documents, for all proposed educator preparation program(s).
3. It will cooperate in an evaluation of the program(s) by an external team or monitoring of the program by staff of the Commission on Teacher Credentialing.
4. It will participate fully in the accreditation system and adhere to submission timelines.
5. Its leadership understands that once a candidate is accepted and enrolled in the educator preparation program, it will offer the approved program, meeting the adopted standards, until the candidate:
    a) Completes the program;
    b) Withdraws from the program;
    c) Is dropped from the program; or
    d) Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan will be developed with each candidate.

Criterion 4: Requests for Data

Palo Alto University understands that it will be responsible for checking the contact information listed on the Commission's approved programs page and that any necessary updates will be made on, at least, an annual basis.

Criterion 6: Communication and Information

Once approved, Palo Alto University will make the PPSC website accessible so the public can obtain basic information about the educator program(s) and requirements. This website available to the public will include basic information, including institutional mission, governance, and administration, and admission procedures about all Commission-approved educator preparation programs offered by PAU. The website will not require login information such as access codes/password, etc.

Criterion 9: Veracity in all Claims and Documentation Submitted

Palo Alto University affirms that all information provided to the Commission is truthful and accurate. The institution understands that evidence of a lack of veracity is cause for denial of Initial Institutional Approval

Criterion 10: Mission and Vision

Palo Alto University will publish its mission and vision for educator preparation on its website and in institutional documentation provided to candidates.

DocuSigned by:
8AE8B0F806D84E4...

Signature – Erika R. N. Cameron, PhD, NCC, ACS

9/20/2024 | 1:55 PM PDT

Date

Educator Preparation Unit Head:

Erika R.N. Cameron, PhD, NCC, ACS
Provost and Vice President of Academic & Student Affairs
Division of Academic & Student Affairs
Palo Alto University
1791 Arastradero Road
Palo Alto, CA 94304
Email: erikacameron@paloaltou.edu
Phone: (650) 433-3830

End of Assurance Statements

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