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# 7E

## Information/Action

### *Professional Services Committee*

#### Annual Report of the Committee on Accreditation

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**Executive Summary:** This item provides background information about the Committee on Accreditation (COA) and presents the *Tenth Annual Accreditation Report* that summarizes the accomplishments, activities and plans of the COA.

**Recommended Action:** That the Commission take action to receive the report.

**Presenters:** Dana Griggs and Lynne Cooke, Co-chairs of the Committee on Accreditation, and Lawrence Birch, Administrator.

**Goal 1: Promote educational excellence through the preparation and certification of professional educators.**

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.



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# Annual Report of the Committee on Accreditation

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## Introduction

This agenda item provides background information about the Committee on Accreditation and its *Tenth Annual Accreditation Report*. The full report is attached.

## Background Information on the Tenth Annual Report

The Committee on Accreditation (COA) consists of 12 professional educators selected by the Commission for their distinguished records of accomplishment in education. The following responsibilities are delegated to the Committee on Accreditation in Education Code Section 44373 and outlined in the Commission's *Accreditation Framework*:

The Committee shall . . . make decisions about the accreditation of educator preparation. The Committee's decision making process shall be in accordance with the *Accreditation Framework* adopted by the Commission.

The Committee shall . . . make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the Committee.

The Committee shall . . . determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the *Accreditation Framework*.

The Committee shall . . . adopt guidelines for accreditation reviews, and (shall) monitor the performance of accreditation teams and other aspects of the accreditation system.

The Committee shall . . . present an annual accreditation report to the Commission and respond to accreditation issues and concerns referred to the Committee by the Commission.

In establishing the Committee on Accreditation, the Commission did not cede any of its policymaking authority over the preparation of educators or the accreditation of institutions. Under SB 655 (Bergeson, Chapter 426, Statutes of 1993) and the *Accreditation Framework*, the Commission retains the exclusive authority and responsibility to adopt standards for educator preparation, and to make all other policy decisions that govern the system of professional accreditation in education. The COA is responsible for implementing the Commission's policies, enforcing the Commission's preparation standards and annually reporting its activities to the Commission.

The *Tenth Annual Accreditation Report* by the Committee on Accreditation (attached) focuses on the Committee's major efforts during 2004-2005 to accomplish its primary responsibility under law: "make decisions about the accreditation of educator preparation." The *Report* reviews the Committee's implementation of that function in the accreditation visits conducted during the year.

The *Accreditation Report* also includes information about the Committee's second area of legal authority: "make decisions about the initial accreditation of new programs of educator preparation." The *Report* includes specific information about the Committee's decisions during 2004-2005 to grant initial accreditation to new programs of professional preparation.

The *Accreditation Report* also presents a report on the 2004-2005 workplan for the Committee on Accreditation and the proposed workplan for 2005-2006. Summary information is given in the *Accreditation Report* about each institutional accreditation report and subsequent Committee on Accreditation action. Also included are all initial program accreditation actions of the Committee and all other accreditation actions.

The *Tenth Annual Accreditation Report* will be presented to the Commission by Dana Griggs and Lynne Cook, Committee on Accreditation Co-Chairs for 2004-2005. Following their presentation to the Professional Services Committee, they will be available to answer questions.





**TENTH ANNUAL  
ACCREDITATION REPORT**

**To the  
CALIFORNIA COMMISSION ON  
TEACHER CREDENTIALING**

**By the  
COMMITTEE ON ACCREDITATION**



**Tenth Annual Accreditation Report to the  
California Commission on  
Teacher Credentialing**

**By the Committee  
on Accreditation**

**Assisted by the  
Professional Services Division**

**Sacramento, California  
August 2005**



# Tenth Annual Accreditation Report to the California Commission on Teacher Credentialing by the Committee on Accreditation

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**COMMISSION ON TEACHER CREDENTIALING**

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**COMMITTEE ON ACCREDITATION**

(916) 327-2967

August 18, 2005

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation, we submit to the California Commission on Teacher Credentialing the *Tenth Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year and its proposed workplan for 2005-2006 as it implements the Commission's accreditation system.

2004-2005 was the eighth year that the Committee fully exercised its responsibilities under the *Accreditation Framework*. Through the continued receiving of accreditation team reports and the accreditation decision-making activity, the Committee has gained a comprehensive understanding of its work continues to take steps to enhance its procedures.

The Committee now looks forward to maintaining the high standards set by the Commission for its accreditation responsibilities in 2005-2006. The Committee also stands ready to assist the Commission as it considers its accreditation policies for the future.

Sincerely,

Lynne Cook  
Committee Co-Chair

Dana Griggs  
Committee Co-Chair

# The Committee on Accreditation

## June 2005

### California Commission on Teacher Credentialing Sacramento, California

- **Frederick Baker**, Emeritus Professor  
College of Educ. & Integrative Studies  
Calif. Polytechnic State Univ., Pomona
- **David Madrigal**,  
Principal, John Muir Elementary School  
Antioch Unified School District
- **Diane Doe**, Retired Teacher  
Peer Assistance and Review  
San Francisco Unified School District
- **Karen O'Connor**, Teacher  
Adobe Bluffs Elementary School  
Poway Unified School District
- **Lynne Cook**, COA Co-Chair  
Professor, College of Education  
California State University, Northridge
- **Ruth Sandlin**, Chair, Ed. Psych & Couns.  
College of Education  
Calif. State University, San Bernardino
- **Irma Guzman Wagner**, Emeritus Dean  
College of Education  
California State University, Stanislaus
- **Sue Teele**, Director  
Education Extension  
University of California, Riverside
- **Dana Griggs**, COA Co-Chair  
Assistant Superintendent  
Ontario Montclair School District
- **Donna Uyemoto**  
Chief Personnel Officer  
Dublin Unified School District
- **Edward Kujawa**, Dean  
School of Business, Education  
and Leadership  
Dominican University
- **Michael Watenpaugh**  
Superintendent  
Cotati-Rohnert Park Unified School District

#### Committee Support Staff (California Commission on Teacher Credentialing)

- **Beth Graybill**, Director, Professional Services Division
- **Lawrence Birch**, Administrator for Accreditation, Professional Services Division
- **Philip A. Fitch**, Consultant, Professional Services Division
- **Teri Ackerman**, Analyst, Professional Services Division
- **Marla Miles**, Secretary, Professional Services Division

## **Section I. Major Activities of the Committee on Accreditation**

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation during the past year, including the organization of the Committee, list of meetings for 2004-2005, a summary of major accomplishments for the year and the adopted schedule of meetings for 2005-2006.

### **(1) Election of Co-Chairs for 2004-2005**

In developing its procedures, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. In August of 2004, the Committee elected Lynne Cook and Dana Griggs to serve as Co-Chairs during the 2004-2005 accreditation cycle.

### **(2) Schedule of Committee Meetings for 2004-2005**

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 2004-2005, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

August 19, 2004	Commission Offices, Sacramento
October 23, 2004	Commission Offices, Sacramento
January 27-28, 2005	Commission Offices, Sacramento
April 21, 2005	Commission Offices, Sacramento
June 9, 2005	Commission Offices, Sacramento

### **(3) Major Accomplishments of the Committee on Accreditation**

The Committee on Accreditation has now completed its eighth year of full accreditation decision-making responsibility. During this time of diminished resources and a reduced number of meetings, in addition to its major activity of hearing and acting upon four accreditation team reports, the COA made initial accreditation decisions for 133 professional preparation programs, mostly programs of professional preparation for multiple and single subject credentials, fifth year of study, education specialist and pupil personnel services.

Each year, the Committee has considered improvements in the accreditation procedures or in its own procedures as a part of its ongoing responsibilities. The COA schedules regular discussions at its meetings about ways to improve the accreditation process and procedures. The Committee continued a practice, initiated during its first year, of scheduling a de-briefing discussion about the accreditation decision-making process, at every meeting in which an accreditation decision was made. The discussions have continued to be very helpful to the Committee in “fine tuning”

the accreditation procedures. Over time this practice has enabled the COA to incorporate a number of refinements in the accreditation decision-making process.

The major effort of the last year was assisting the Commission in completing the review of the accreditation system, in conjunction with the Accreditation Study Work Group. This consisted of defining the charge to the work group, selecting four COA members to participate in the work group, and devoting a majority of its meeting time to discussion of the recommendations of the work group and preparing those recommendations for presentation to the Commission.

In summary, the Committee on Accreditation has completed its workplan, and looks forward to continuing to exercise its responsibility to implement the Commission's accreditation system.

**(4) Schedule of Committee Meetings for 2005-2006**

In order to fulfill its responsibilities and accomplish its workplan, the Committee on Accreditation has adopted a schedule for meetings for the 2005-2006 accreditation cycle.

August 18, 2005	Commission Offices, Sacramento
October 20, 2005	Commission Offices, Sacramento
January 19, 2006	Commission Offices, Sacramento (changed to February 16, 2006)
May 18, 2006	Commission Offices, Sacramento

## **Section II. Accomplishment of the Committee's Workplan in 2004-2005**

On August 19, 2004, the Committee on Accreditation adopted its workplan for 2004-2005. The Committee's elected Co-Chairs presented this workplan to the Commission at the November 2004 Commission meeting. The nine items that follow represent the key elements of the 2004-2005 workplan for the Committee on Accreditation. They include a detailed explanation of each task and its current status.

### **Task 1 Review of the Results of the Evaluation of the *Accreditation Framework***

The *Accreditation Framework* called for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The contractor (American Institutes for Research) was fully involved in gathering data, attending COA meetings, observing accreditation visits, and interviewing participants in the accreditation process. The final report was presented to the Executive Director in April 2003 and initially reviewed at the May 2003 meeting of the COA and was the subject of discussion at subsequent COA meetings. A copy of this report may be found at <http://www.ctc.ca.gov/reports/AIR2003.pdf>. An analysis of the findings of the AIR Report was included in the larger review of the *Accreditation Framework* initiated by the Commission at its May 2004 meeting when it authorized and assigned an Accreditation Study Work Group (ASWG) to work with the COA in conducting the review.

During the 2004-2005 year, the Committee on Accreditation defined the charge to the Accreditation Study Work Group and appointed four COA members to serve on it. Throughout the year, the COA worked closely with the ASWG in completing the review of the Commission's accreditation process. The ASWG held nine meetings and in addition participated in sub groups of work group members and COA members in developing the recommendations. A majority of the time in the five COA meetings during the 2004-2005 year was devoted to analysis and discussions of the recommendations of the ASWG and preparing those recommendations for presentation to the Commission. Early in the 2005-2006 year, the findings of the review will be presented for Commission consideration that may lead to making changes in the accreditation system and modifying accreditation procedures.

### **Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)**

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) was renewed in October 2001. The COA has continued monitoring the agreement in the same manner as during previous years to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each visit and that the process reduces duplication.

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with some national professional education organizations. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee also delayed further efforts to negotiate formal memoranda of understanding with some national professional education organizations while the accreditation review was being completed. The COA will present findings about this portion of the *Framework* and advise the Commission on possible changes that should be made.

**Task 3            Review and Initial Accreditation of New Credential Programs**

This is one of the major ongoing tasks of the Committee on Accreditation. The Committee has developed procedures for handling the submission and review of proposed new credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff review recommendations. In all cases, programs are not recommended for initial accreditation until the reviewers have determined that all of the Commission’s program standards are met.

During the 2004-2005 year, the number of programs granted initial accreditation was as follows:

Administrative Services Credential Programs	9
Agricultural Specialist Credential Programs	1
Bilingual and Cross-Cultural Language and Academic Development (BCLAD) Emphasis Programs	4
Bilingual Specialist Credential Programs	1
Blended Programs of Subject Matter Preparation and Professional Preparation for the Multiple and Single Subject Credential	6
Education Specialist Credential Programs	19
Fifth Year of Study Programs	31
Health Services (School Nurse) Credential Programs	3
Multiple and Single Subject Credential Programs	27
Pupil Personnel Services Credential Programs	30
Reading and Language Arts Specialist Credential Programs	2

A detailed listing of the programs granted initial accreditation is included in Appendix B.

**Task 4 Professional Accreditation of Institutions of Postsecondary Education and School Districts and Their Credential Preparation Programs**

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for all of the 2003-2004 accreditation cycle, with the exception of merged COA/NCATE visits. In March 2004 the Commission took further action to postpone accreditation visits originally scheduled for the 2004-2005 accreditation cycle. The Accreditation Study Work Group and the Committee on Accreditation will advise the Commission on developing a new schedule for evaluation activities.

During the 2004-2005 year, there were four accreditation visits to colleges and universities. All visits were merged COA/NCATE visits. A total of 44 state accreditation team members and 18 national team members participated in the visits. Following is the list of institutions and the accreditation decision of the Committee on Accreditation.

**2004-2005 Accreditation Visits**

<b>Institution</b>	<b>Accreditation Decision</b>
California State University, Dominguez Hills	Accreditation
California State University, Los Angeles	Accreditation
University of San Diego	This visit did not affect the status of full Accreditation granted by the COA in 2002
Sonoma State University	Accreditation

A more detailed report of each accreditation visit is included in Appendix A. For each visit, the accreditation team report information is provided, followed by the COA accreditation decision, the list of all credential programs authorized for the institution or district, any stipulations given by the Committee on Accreditation, and the date of the next accreditation visit.

**Task 5 Revise the Accreditation Handbook and Team Training Curriculum**

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. Minor modifications of accreditation procedures are incorporated into the accreditation process and the

training curriculum as they occur. However, activities related to the *Accreditation Handbook* and team training have been postponed until after the completion of the evaluation of the *Accreditation Framework* and the Commission makes decisions about future accreditation policies and procedures.

**Task 6            Maintain Public Access to the Committee on Accreditation**

The Committee will make formal presentations upon request. All meetings of the COA are held in public. Regular information about the Committee and its deliberations as well as detailed information about the work of the Accreditation Study Work Group is posted on the COA webpage at the Commission's website.

**Task 7            Receive Regular Updates on the Implementation of SB 2042 and Other Commission Activities Related to Accreditation**

The Committee believes that the implementation of the SB 2042 reforms will continue to have significant implications for its work in accreditation. Thus, regular reports on the topic were presented. During the past year, the Committee has received extensive information from the Accreditation Study Work Group, staff, and interested stakeholders about Commission activities and actions related to accreditation issues in the context of the accreditation review.

**Task 8            Preparation and Presentation of COA Reports to the Commission**

The Committee on Accreditation adopted its Ninth Annual Accreditation Report in August 2004 and presented it to the California Commission on Teacher Credentialing at its November 2004 meeting. In five out of the seven Commission meetings during the 2004-2005 year, the Commission was given an update on the review of its accreditation system being conducted by the Accreditation Study Work Group and the Committee on Accreditation, one of which was an extensive accreditation study session.

**Task 9            Other Required Elements of the *Accreditation Framework* - Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.**

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual, as appropriate. In August 2004, the Co-Chairs were elected and the 2004-2005 workplan was adopted. The 2004-2005 schedule of meetings was adopted in May 2004.

As indicated earlier in this report, the major activity of the 2004-2005 year was the completion of the review of the *Accreditation Framework* and the accreditation system, in conjunction with the Accreditation Study Work Group. The major part of each COA meeting was devoted to activities related to the review. The report of that review will be presented to the Commission early in the 2005-2006 year.

### **Section III. Proposed Workplan for the Committee in 2005-2006**

The items that follow represent the key elements of the 2005-2006 workplan for the Committee on Accreditation. Because the COA anticipates being fully involved in the implementation phase of a revised accreditation system, the major tasks before the COA during the next year will likely be focused on transition to a revised system and development of implementation procedures based upon new Commission policies on accreditation.

#### **Task 1 Complete the Evaluation of the *Accreditation Framework* and Begin Implementation of a Revised Accreditation System**

The *Accreditation Framework* called for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The contractor (American Institutes for Research) was fully involved in gathering data, attending COA meetings, observing accreditation visits, and interviewing participants in the accreditation process. The final report was presented to the Executive Director in April 2003 and initially reviewed at the May 2003 meeting of the COA and was the subject of discussion at subsequent COA meetings. An analysis of the findings of the AIR Report was included in the larger review of the *Accreditation Framework* initiated by the Commission at its May 2004 meeting when it authorized and assigned the Accreditation Study Work Group to work with the COA in the review.

During the 2004-2005 year, the Committee on Accreditation worked closely with the Accreditation Study Work Group in conducting a complete review of the Commission's accreditation process. Early in the 2005-2006 year, the findings of the review will be presented for Commission consideration. Once the Commission acts, the major activities of the COA during the remainder of the year will be to begin transition to the revised system and develop implementation procedures for the revised Accreditation Framework.

#### **Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)**

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) was renewed in October 2001. The COA has continued monitoring the agreement in the same manner as during previous years to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each visit and that the process reduces duplication. The COA will begin work on a review of the Partnership Agreement, in light of a revised *Accreditation Framework*. Work will also begin on the next renewal of the Partnership Agreement.

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with some national professional education organizations.

These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee also delayed further efforts to negotiate formal memoranda of understanding with some national professional education organizations while the accreditation review was being completed. Once the Commission acts on the revised *Framework*, the COA will resume its efforts to work with national professional education organizations in the context of the revised accreditation system.

### **Task 3            Review and Initial Accreditation of New Credential Programs**

This is one of the major ongoing tasks of the Committee on Accreditation. The Committee has developed procedures for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. In all cases, programs will not be given initial accreditation until the reviewers have determined that all of the Commission's program standards are met. The COA will review the review procedures in the light of the revised *Accreditation Framework* and make appropriate changes.

### **Task 4            Professional Accreditation of Institutions of Postsecondary Education and School Districts and Their Credential Preparation Programs**

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for all of the 2003-2004 accreditation cycle, with the exception of merged COA/NCATE visits. In March 2004 the Commission took further action to postpone accreditation visits originally scheduled for the 2004-2005 accreditation cycle. The Committee on Accreditation will develop a new schedule for evaluation activities to implement a revised accreditation system.

During the 2005-2006 year, there will be one accreditation site visit to California State University, Fresno. It is a merged COA/NCATE visit.

### **Task 5            Revise the *Accreditation Handbook* and Team Training Curriculum**

Activities related to the *Accreditation Handbook* and team training will become a major focus of the COA once the Commission adopts a revised *Accreditation Framework* and makes decisions about future accreditation policies and procedures. The COA will need to develop a new team training curriculum and begin training activities. The *Accreditation Handbook* will need to be revised to be consistent with the revised accreditation system.

**Task 6            Maintain Public Access to the Committee on Accreditation**

The Committee will make formal presentations upon request. All meetings of the COA are held in public. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website. The COA will be scheduling technical assistance meetings to provide information about the revised accreditation system to program sponsors.

**Task 7            Receive Regular Updates on Commission Activities Related to Accreditation**

The Committee will be receiving information about Commission activities and actions that are related to accreditation issues. The COA will also solicit information about Commission suggestions and concerns about its accreditation system.

**Task 8            Preparation and Presentation of COA Reports to the Commission**

The Committee on Accreditation will present its annual report to the California Commission on Teacher Credentialing in the fall. Additional updates and reports to the Commission will be provided throughout the year.

**Task 9            Other Required Elements of the Accreditation Framework - Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.**

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual as needed. In the course of its ongoing accreditation reports and discussions, the Committee considers and adopts modifications in accreditation procedures, as needed. However, for the 2005-2006 year, the Committee will be more involved in activities related to the review of the Commission's accreditation process described in Task 1 of this workplan.



# **APPENDIX A**

## **Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visits Conducted - 2004-2005**



## APPENDIX A

### Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visits Conducted - 2004-2005

#### *Introduction*

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 2004-2005 academic year, based upon team site visits. Merged NCATE/COA Accreditation visits were conducted for four institutions. The accreditation information is presented in two parts as follows:

- Accreditation team report information, including the accreditation team recommendation and the rationale for the recommendation, the team membership, and a summary of the documents reviewed and the interviews conducted.
- Committee on Accreditation action, including the Committee's accreditation decision, a list of credentials for which an institution or district internship program is authorized to recommend its candidates, any stipulations given by the Committee on Accreditation, and the date of the next accreditation visit. (In some cases, the COA action may differ from the team recommendation, as the COA carries out its statutory responsibility.)

#### **California State University, Dominguez Hills November 13 – 17, 2004 (COA/NCATE Merged Accreditation Visit)**

##### **A. Accreditation Team Report Information**

##### **Team Recommendation: Accreditation**

##### **Rationale:**

The recommendation pertaining to the accreditation status of California State University, Dominguez Hills and all of its credential programs was determined based on the following:

1. NCATE's Six Standards and Conceptual Framework: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilized the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.

2. Program Standards: Team clusters for Basic credentials and Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA members, considered whether the program standards were either met, met with concerns, or not met.
  
3. Accreditation Recommendation: The decision to recommend Accreditation was based on team consensus that the six(6) NCATE Standards were met, with two identified areas for improvement for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas, with the exception that in four of the credential programs, one standard was met with concerns. This accomplishment was made in a period of time when a transition to newly designed programs, changes in college leadership, and budget reductions were occurring. During this period of time, faculty maintained their strong commitment to program excellence, diversity goals, student needs, and collaborative relationships with public schools and colleagues within the university. It is clear that the institution administration has been strongly supportive of faculty efforts and provided appropriate leadership to the college during this time of change.

### **Team membership**

**State Team Leader:**                    **Randall Lindsey** (Team Co-Chair)  
California Lutheran University

**NCATE Team Leader**                **Kay Persichitte**, (Team Co-Chair and  
Common Standards Cluster Leader)  
University of Wyoming

**Common Standards Cluster:**

**Philip Ginnetti** (NCATE Member)  
Youngstown State University (Ohio)

**Jane H. Applegate** (NCATE Member)  
University of South Florida

**Yvonne Lux** (CCTC/COA Member)  
California Lutheran University

**Mark Cary** (CCTC/COA Member)  
Davis Joint Unified School District

**Basic Credential Cluster:**

**Chuck Zartman**, (Cluster Leader)  
California State University, Chico

**Beth Bythrow**  
Los Angeles Unified School District

**David Simmons**  
Ventura County Office of Education

**Linda Smetana**  
California State University, Hayward

**Services Credential Cluster:**

**Marian Reimann**, (Cluster Leader)  
Los Angeles Unified School District (Retired)

**Angela Louque**  
California State University, San Bernardino

**Loretta Whitson**  
Monrovia Unified School District

**Shane Jimerson**  
University of California, Santa Barbara

**Marilyn Cothran**  
Simi Valley Unified School District

## DOCUMENTS REVIEWED

University Catalog  
 Institutional Self Study  
 Course Syllabi  
 Candidate Files  
 Fieldwork Handbooks  
 Follow-up Survey Results  
 Needs Analysis Results  
 Information Booklets  
 Field Experience Notebooks  
 Schedule of Classes  
 Advisement Documents  
 Faculty Vitae

Portfolios  
 Candidate Work Samples  
 Exit Surveys  
 Assessment Data  
 Technology Matrix  
 Course Materials

## INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	<b>TOTAL</b>
Program Faculty	10	35	62	34	<b>141</b>
Institutional Administration	8	20	8	4	<b>40</b>
Candidates	10	56	125	95	<b>286</b>
Graduates	2	31	35	45	<b>113</b>
Employers of Graduates		3	18	23	<b>44</b>
Supervising Practitioners		10	31	20	<b>61</b>
Advisors		5	19	6	<b>30</b>
School Administrators		4	14	36	<b>54</b>
Credential Analyst		2	3	2	<b>7</b>
Advisory Committee		10	5	27	<b>42</b>

**TOTAL                      818**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

**B. Committee on Accreditation Action**

1. The decision for California State University, Dominguez Hills and all of its credential programs is: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Administrative Services Credential
  - Preliminary Credential
  - Professional Credential
  
- Education Specialist Credentials
  - Preliminary Level I
    - Early Childhood Special Education
    - Early Childhood Special Education Internship
    - Mild/Moderate Disabilities
    - Mild/Moderate Disabilities Internship
    - Moderate/Severe Disabilities
    - Moderate/Severe Disabilities Internship
  - Professional Level II
    - Early Childhood Special Education
    - Mild/Moderate Disabilities
    - Moderate/Severe Disabilities
  
- Multiple Subject Credential
  - Multiple Subject Credential
  - BCLAD Emphasis (Spanish, Korean, Chinese, Tagalog)
  - Multiple Subject Intern
  
- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship
  - School Psychology
  - School Psychology Internship
  - Child Welfare and Attendance
  
- Resource Specialist Certificate
  
- Single Subject Credential
  - Single Subject Credential
  - BCLAD Emphasis (Spanish, Korean, Chinese, Tagalog)
  - Single Subject Internship

2. In addition:

- The institution's response to the preconditions is accepted
- California State University, Dominguez Hills is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Dominguez Hills is placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

**California State University, Los Angeles**  
**November 6 – 10, 2004**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The recommendation pertaining to the accreditation status of California State University, Los Angeles and all of its credential programs was determined based on the following:

1. NCATE's Six Standards and Conceptual Framework: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement.
2. Program Standards: Team clusters for (1) Basic credential programs, (2) Specialist credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, considered whether the program standards were either met, met minimally, or not met.
3. Accreditation Recommendation: The decision to recommend Accreditation was based on team consensus that the six(6) NCATE Standards were met, with two identified areas for improvement for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and

that all Program Standards were met for all program areas. This was accomplished in a period of time when a transition to newly designed programs, changes in college leadership, and budget reductions were occurring. During this period of time, faculty maintained their strong commitment to program excellence, student needs, collaborative relationships with public schools and colleagues within the university. It is clear that the college administration has been strongly supportive of faculty efforts and provided appropriate leadership to the college during this time of change.

### **Team Membership**

**State Team Leader:**           **James Richmond** (Team Co-Chair)  
California State University, Chico

**Common Standards Cluster:**

**Frank Meyers**, Cluster Leader, NCATE Chair (Team Co-Chair)  
University of Nevada, Reno

**Nicholas Michelli** (NCATE Member)  
City University of New York

**Nancy Shapiro** (NCATE Member)  
University System of Maryland

**Susan Roark** (NCATE Member)  
Nicholls State University (Louisiana)

**Jacqueline Yanagi** (NCATE Member)  
Koloa Elementary School (Hawaii)

**Arlinda Eaton** (CCTC/COA Member)  
California State University, Northridge

**Jody Daughtry** (CCTC/COA Member)  
California State University, Fresno

**Sharon Brockman** (CCTC/COA Member)  
Sacramento City Unified School District  
(also serving on Specialist Credential Cluster)

**Basic Credential Cluster:**

**Juan Flores**, Cluster Leader  
California State University, Stanislaus

**Sally Botzler**  
Humboldt State University

**Mel Lopez**  
Anaheim City School District (Retired)

**Karen McVey**  
Morongo Unified School District (Retired)

**Rita Mulholland**  
California State University, Chico

**Specialist Credential Cluster:**

**Judy Mantle**, Cluster Leader  
University of San Diego

**Sharon Brockman**  
Sacramento City Unified School District

**Nancy Tatum**  
California Department of Education

**Jeanne Davis**  
California State Polytechnic University, Pomona (Retired)

**Services Credential Cluster:**

**Jo Birdsell**, Cluster Leader  
Point Loma Nazarene University

**Cathy Turney**  
West Covina Unified School District

**Dale Matson**  
Fresno Pacific University  
**Joanne Abrassart**  
Moreno Valley Unified School District

**Claudia Bays**  
California State University, Sacramento (Retired)



## **B. Committee on Accreditation Action**

1. The decision for California State University, Los Angeles and all of its credential programs is: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Adapted Physical Education Credential
- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional
- Clinical Rehabilitative Services Credential
  - Language Speech and Hearing
  - Audiology
  - Special Class Authorization
  - Orientation and Mobility
- Education Specialist Credentials
  - Preliminary Level I
    - Early Childhood Special Education
    - Early Childhood Special Education Internship
    - Mild/Moderate Disabilities
    - Mild/Moderate Disabilities Internship
    - Moderate/Severe Disabilities
    - Moderate/Severe Disabilities Internship
    - Physical and Health Impairments
    - Physical and Health Impairments Internship
    - Visual Impairments
    - Visual Impairments Internship
    - Blended Program-Mild/Moderate Disabilities, Moderate Severe Disabilities/Elementary Subject Matter
  - Professional Level II
    - Early Childhood Special Education
    - Mild/Moderate Disabilities
    - Moderate/Severe Disabilities
    - Physical and Health Impairments
    - Visual Impairments
- Health Services (School Nurse) Credential
- Multiple Subject Credential
  - Multiple Subject

BCLAD Emphasis (Spanish, Cantonese, Mandarin)  
Multiple Subject Internship  
Blended Program/Elementary Subject Matter

- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship
  - School Psychology
  - School Psychology Internship
  - Child Welfare and Attendance
- Reading and Language Arts Specialist Credential
  - Reading Certificate
  - Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential
  - Single Subject Credential
  - BCLAD Emphasis (Spanish)
  - Single Subject Internship
  - Blended Program/Science

2. In addition:

- The institution's response to the preconditions is accepted
- California State University, Los Angeles is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Los Angeles is placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

**University of San Diego**  
**October 23-27, 2004**  
**(Status Report)**

**A. Accreditation Team Report Information**

**Note: The Findings Of The Merged Team Do Not Change the COA Accreditation Status for the University of San Diego**

**Background:**

In April, 2002, the COA conducted a continuing accreditation visit at USD. Earlier, USD had discussed the possibility of requesting a COA continuing and an NCATE initial merged accreditation visit. This possibility was discussed with Commission staff. After some deliberation, the institution decided not to proceed with the initial NCATE visit for April, 2002. Around the time of the COA visit, the institution did decide to request an initial NCATE visit in the fall of 2004. Both the COA and NCATE agreed to schedule an initial visit for USD for that time. The procedures adopted by the COA and in the partnership agreement are to have all NCATE visits be merged visits. NCATE appointed five BOE members for the visit and the COA appointed four BIR team members. The nine team members worked as a single team with two co-chairs and all team decisions were made by consensus.

As a result of the April, 2002 COA visit, the team found all eight Common Standards to be met and all credential program standards were also met. The team recommended Accreditation with technical stipulations. In June, 2002, the COA adopted the team recommendations. The three stipulations were removed at the May 2003 COA meeting.

The October, 2004 merged COA/NCATE visit was based on the six NCATE Standards and the Conceptual framework. Since the 2004 merged visit is primarily for NCATE accreditation purposes, the results of the visit do not affect the state accreditation status of USD.

**Team Membership**

**NCATE Board of  
Examiners Team Members:**

**Margaret Ishler-Bosse** (NCATE Chair, Team Leader Co-Chair)  
University of Northern Iowa

**Paula Prince**  
Knoxville Schools, Tennessee

**Joseph Watras**  
University of Dayton (Ohio)

**Johnnie Thompson**  
Wichita State University (Kansas)

**Randy Hitz**  
University of Hawaii, Hilo

**State Team:**

**Joel Colbert** (Team Leader)  
Rossier School of Education  
University of Southern California

**Jim Reidt**  
Modernization Coordinator  
San Juan Unified School District

**Cathy Buell**  
Chair, Secondary Education  
San Jose State University

**Gary Kinsey**  
College of Education and Integrative Studies  
Cal Poly, Pomona

**State Consultant:**

**Phil Fitch**  
California Commission on Teacher Credentialing

As a result of the October, 2004 visit, the merged COA/NCATE team found that all six NCATE Standards were met with certain areas for improvement noted. The team recommendation was to be considered by the Unit Accreditation Board of NCATE at its first meeting in 2005.

**Sonoma State University**  
**March 5-9, 2005**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The recommendations pertaining to the accreditation status of Sonoma State University and all of its credential programs was determined based on the following:

1. NCATE's Six Standards and Conceptual Framework: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.
2. Program Standards: Team clusters for (1) Basic credential programs (Multiple and Single Subject – including internship, Multiple Subject BCLAD Emphasis, Blended Multiple Subject, Adapted Physical Education Specialist, Reading Certificate and Reading/Language Arts Specialist, Education Specialist in Special Education – Mild/Moderate and Moderate/Severe – including internship); (2) Services credential programs (Administrative Services including Preliminary, Preliminary Internship and Professional and Pupil Personnel Services: School Counseling including Internship) reviewed all program areas. Discussion of findings and appropriate input by individual team members and by the total merged team membership was provided to each of the clusters. Following these discussions of each program reviewed the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.
3. Accreditation Recommendation: The decision to recommend Accreditation was based on team consensus that the six NCATE Standards were met, with three identified areas for improvement for purposes of the NCATE report and the six standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas, with the exception that in two of the credential programs, one standard was met with concerns in each program. This accomplishment was made in a period of time when a transition to newly designed programs (Multiple

and Single Subject and Pupil Personnel Services) had recently been implemented. One program (Administrative Services) was beginning to work with new CCTC Standards. Finally, there had been a recent change in leadership of the unit. It is obvious that the school and university administration has been strongly supportive of faculty efforts and has provided appropriate leadership to the school during this time of change.

### **Team Membership**

#### **State Team Leader:**

**C. Lamar Mayer** (Team Co-Chair)  
California State University, Los Angeles

#### **NCATE Team Leader:**

**Melba Spooner** (Team Co-Chair and  
Common Standards Cluster Leader)  
University of North Carolina, Charlotte

#### **NCATE/Common Standards Cluster:**

**Derek Minakami** (NCATE Member)  
Hawaii School District

**Linda Cornelius** (NCATE Member)  
Mississippi State University

**Vernon Luft** (NCATE Member)  
University of Nevada, Reno

**Mary McCorkle** (NCATE Member)  
Mobridge School District, South Dakota

**Shane Martin** (CCTC/COA Member)  
Loyola Marymount University

**Carol McAllister** (CCTC/COA Member)  
Los Alamitos Unified School District

#### **Basic Credential Cluster:**

**Carl Brown**, (Cluster Leader)  
California Polytechnic State University, San Luis Obispo

**Judith Greig**  
Notre Dame de Namur University

**Carol Sue Adams**  
Lompoc Unified School District

**Nancy Burstein**  
California State University, Northridge

**Bert Goldhammer**  
Placer Hills Union High School District

**Services Credential Cluster:**

**Gary Hoban, (Cluster Leader)**  
National University

**Marcel Soriano**  
California State University, Los Angeles

## DOCUMENTS REVIEWED

University Catalog  
 Institutional Self Study  
 Course Syllabi  
 Candidate Files  
 Fieldwork Handbooks  
 Course Materials  
 Information Booklets  
 Field Experience Notebooks  
 Schedule of Classes  
 Advisement Documents  
 Faculty Vitae

Portfolios  
 Candidate Work Samples  
 Exit Surveys  
 Assessment Data  
 Follow-up Survey Results

## INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	<b>TOTAL</b>
Program Faculty	11	20	46	14	<b>91</b>
Institutional Administration	10	21	6	7	<b>44</b>
Candidates	14	64	139	56	<b>273</b>
Graduates	5	23	56	29	<b>113</b>
Employers of Graduates	0	6	23	14	<b>43</b>
Supervising Practitioners	0	5	30	9	<b>44</b>
Advisors	0	0	7	2	<b>9</b>
School Administrators	3	3	14	23	<b>43</b>
Credential Analyst	0	2	2	0	<b>4</b>
Tech Support	2	2	2	0	<b>6</b>
Advisory Committee	2	5	15	4	<b>26</b>

**TOTAL                      696**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

## **B. Committee on Accreditation Action**

1. The decision for Sonoma State University and all of its credential programs is **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

- Adapted Physical Education Specialist Credential
- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional
- Education Specialist Credentials
  - Preliminary Level I
    - Mild/Moderate Disabilities
    - Mild/Moderate Disabilities Internship
    - Moderate/Severe Disabilities
    - Moderate/Severe Disabilities Internship
  - Professional Level II
    - Mild/Moderate Disabilities
    - Moderate/Severe Disabilities
- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Internship
  - BCLAD Emphasis (Spanish)
- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship
- Reading and Language Arts Specialist Credential
  - Reading Certificate
  - Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential
  - Single Subject Credential
  - Single Subject Internship

2. In addition:

- The institution's response to the preconditions is accepted
- Sonoma State University is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Sonoma State University is placed on the schedule of accreditation visits for the 2009-2010 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.



# **APPENDIX B**

## **Initial Program Accreditation Actions Taken by the Committee on Accreditation 2004-2005**



# **APPENDIX B**

## **Initial Program Accreditation Actions Taken by the Committee on Accreditation – 2004-2005**

### **Introduction**

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 2004-2005 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named in each listing.

### **Initial Accreditation Based Upon Panel Review**

The Committee on Accreditation granted initial accreditation to the following preparation programs, based upon the recommendations of the appropriate review panels. Each of the institutions listed responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that described how each standard and precondition was met and that included appropriate supporting evidence. The program proposals were read by the appropriate review panels following the procedures adopted by the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

#### **A. Programs of Professional Preparation for the Administrative Services Credential**

California State University, Channel Islands  
Preliminary

California State University, San Bernardino  
Professional

John F. Kennedy University  
Preliminary  
Preliminary Internship

Point Loma Nazarene University  
Professional

San Joaquin County Education Office  
Preliminary

Santa Barbara County Education Office  
Preliminary Credential

St. Mary's College of California  
Preliminary Credential

University of LaVerne  
Professional Credential

**B. Programs of Professional Preparation for the Agricultural Specialist Credential**

University of California, Davis

**C. Programs of Professional Preparation for the Bilingual and Cross-Cultural Language and Academic Development (BCLAD) Emphasis**

California State University, Bakersfield  
Multiple Subject Credential, BCLAD Emphasis (Spanish)

California State University, East Bay (formerly Hayward)  
Multiple Subject Credential, BCLAD Emphasis (Spanish)

California State University, Fullerton  
Multiple Subject Credential, BCLAD Emphasis

San Jose State University  
Multiple Subject Credential, BCLAD Emphasis (Spanish, Vietnamese)

**D. Programs of Professional Preparation for the Bilingual Specialist Credential**

San Diego State University

**E. Blended Programs of Subject Matter Preparation and Professional Preparation for the Multiple and Single Subject Credential Programs**

California Lutheran University  
Elementary Subject Matter/Multiple Subject

California State University, Bakersfield  
Liberal Studies/Multiple Subject

California State University, Chico  
Physical Education/Single Subject

California State University, Los Angeles  
Science/Single Subject

California State University, Monterey Bay  
Liberal Studies/Multiple Subject (BCLAD Emphasis)  
Liberal Studies/Mild/Moderate Education Specialist

**F. Programs of Professional Preparation for the Education Specialist Credential**

California Baptist University  
Preliminary Level I  
Moderate/Severe Disabilities  
Moderate/Severe Disabilities with Internship

California State University, Channel Islands  
Professional Level II  
Mild/Moderate Disabilities

California State University, Fullerton  
Preliminary Level I  
Early Childhood Special Education Internship, Option II

California State University, Monterey Bay  
Professional Level II  
Moderate/Severe Disabilities

Claremont Graduate University  
Professional Level II  
Mild/Moderate Disabilities

Orange County Office of Education  
Preliminary Level I  
Moderate/Severe Disabilities District Internship, Option II

Point Loma Nazarene University  
Professional Level I  
Mild/Moderate Disabilities  
Professional Level II  
Mild/Moderate Disabilities

San Joaquin County Office of Education  
Preliminary Level I  
Moderate/Severe Disabilities District Internship, Option II  
Professional Level II  
Mild/Moderate Disabilities District Internship  
Moderate/Severe Disabilities District Internship

Stanislaus County Office of Education  
Preliminary Level I  
Mild/Moderate Disabilities District Internship, Option II

Touro University  
Preliminary Level I  
Mild/Moderate Disabilities  
Mild/Moderate Disabilities with Internship  
Moderate/Severe Disabilities

University of California, Berkeley Extension  
Preliminary Level I  
Mild/Moderate Disabilities Internship, Option II

University of La Verne  
Professional Level II  
Mild/Moderate Disabilities

University of San Diego  
Preliminary Level I  
Deaf and Hard of Hearing

**G. Programs of Professional Preparation for the Fifth Year of Study**

Antioch University

Azusa Pacific University

Bethany College

Biola University

California Baptist University

California State Polytechnic University, Pomona

California State University, East Bay (formerly Hayward)

California State University, Fullerton  
California State University, Long Beach  
California State University, Sacramento  
California State University, San Bernardino  
Chapman University – Orange Campus  
Chapman University – University Campus  
Christian Heritage College  
Dominican University  
Fresno Pacific University  
Inter-American College  
John F. Kennedy University  
La Sierra University  
Loyola Marymount University  
Mount St. Mary's College  
National Hispanic University  
National University  
Notre Dame de Namur University  
San Diego State University  
Santa Clara University  
Vanguard University  
University of California, Los Angeles, Center X  
University of California, Riverside, Extension Program  
University of California, San Diego, Extension Program

University of Redlands

**H. Programs of Professional Preparation for the Health Services (School Nurse) Credential**

California State University, Fullerton  
School Nurse  
Special Teaching Authorization in Health

Loma Linda University  
Special Teaching Authorization in Health

**I. Programs of Professional Preparation for the Multiple and Single Subject Credentials**

Alliant International University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Argosy University  
Multiple Subject  
Multiple Subject (BCLAD Emphasis – Spanish)  
Single Subject  
Single Subject (BCLAD Emphasis – Spanish)

California State University, Bakersfield  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

California State University, East Bay (formerly Hayward)  
Multiple Subject  
Multiple Subject Internship

Concordia University  
Single Subject Internship

High Tech High School  
Single Subject Internship

Pacific Union College  
Multiple Subject  
Single Subject

San Jose State University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Touro University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

William Jessup University  
Multiple Subject Credential

**J. Programs of Professional Preparation for the Pupil Personnel Services Credential**

California Baptist University  
School Psychology  
School Psychology Internship

California State University, Chico  
School Psychology  
School Psychology Internship

California State University, Long Beach  
School Social Work  
Child Welfare and Attendance

California State University, Sacramento  
School Social Work  
School Counseling  
School Counseling Internship

Chapman University  
School Counseling (Orange Campus)  
School Counseling Internship (Orange Campus)  
School Counseling (University College)  
School Counseling Internship (University College)  
School Psychology (Orange Campus)  
School Psychology Internship (Orange Campus)  
School Psychology (University College)  
School Psychology Internship (University College)

National University  
School Counseling  
School Counseling Internship  
School Psychology  
School Psychology Internship

Phillips Graduate Institute  
Child Welfare and Attendance

St. Mary's College of California  
School Counseling

San Francisco State University  
School Counseling  
School Counseling Internship  
School Psychology  
School Psychology Internship

San Jose State University  
School Counseling  
School Counseling Internship

University of Southern California  
School Social Work

**K. Programs of Professional Preparation for the Reading and Language Arts Specialist Credential**

Reading Certificate

University of California, Irvine

University of California, Riverside (UCRX BLIT)

## **APPENDIX C**

### **Additional Accreditation Actions Taken by the Committee on Accreditation 2004-2005**



## **APPENDIX C**

### **Additional Accreditation Actions Taken by the Committee on Accreditation – 2004-2005**

#### **Introduction**

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 2004-2005 academic year. Actions include the withdrawal of programs, removal of accreditation stipulations and changing of accreditation status.

#### ***A. Withdrawal of Professional Preparation Programs***

In August 2004, the Committee approved the voluntary withdrawal of the Education Specialist: Deaf and Hard of Hearing Programs at the **University of Southern California**, effective September 1, 2005 for the Level I program and June 30, 2007 for the Level II program.

In October 2004, the Committee approved the voluntary withdrawal of the Pupil Personnel Services, School Counseling program at **California State University, Chico**, effective June 30, 2006.

All three of these programs no longer accept candidates and the programs are not included in any continuing accreditation visits. A withdrawn program may be re-accredited only when the institution submits a new proposal for initial accreditation according to the policies of the Committee on Accreditation. The institution must wait at least two years from the date in which candidates were no longer admitted to the program before requesting re-accreditation of the program.

#### ***B. Removal of Accreditation Stipulations and Change of Institutional Accreditation Status***

In January 2005, the Committee voted to remove the technical stipulations placed on **San Diego State University** based on the Accreditation Re-Visit Team Report, team recommendations and staff recommendations. The Committee voted to change the accreditation status from “Accreditation with Technical Stipulations” to “Accreditation”.