

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Point Loma Nazarene University

Professional Services Division

March 8, 2000

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Point Loma Nazarene University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Point Loma Nazarene University and all of its credential programs:

ACCREDITATION WITH A SUBSTANTIVE STIPULATION

The accreditation team recommends the following stipulation:

That Point Loma Nazarene University provide evidence that the Pupil Personnel Services – School Counseling program is aligned with the PPS standards in the following curricular areas:

- theoretical underpinnings of comprehensive school counseling and guidance program planning, development, implementation and evaluation;
 - consultation theory, models and processes; and
 - coordination and supervision of comprehensive school counseling and guidance programs.
- (2) The Team recommends that PLNU provide evidence of implementation and evaluation of the new curriculum described above within one year of the date of this action, to be verified by a focused team re-visit.

(3) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Point Loma Nazarene University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Point Loma Nazarene University be placed on the schedule of accreditation visits for the 2005-06 academic year.

Background

Point Loma Nazarene University is a liberal arts institution sponsored by the Church of the Nazarene. The Church of the Nazarene is an international Protestant denomination in the holiness tradition. The Church is Wesleyan in doctrine and evangelical in mission. The relationship of the University and the Church of the Nazarene is characterized by a mutual commitment to the doctrine and mission. In this relationship, the University provides quality leaders for Christian service within social, civic, business, and church communities.

The predecessor of Point Loma Nazarene University was founded in 1902 in Los Angeles, California as Pacific Bible University under the leadership of Dr. Phineas F. Bresee, founder of the Church of the Nazarene. In 1910, the institution moved to Pasadena, California, where its scope was enlarged to include programs in the arts and sciences. In 1973, the University relocated to San Diego's historic Point Loma peninsula.

The Department of Education was founded on the Pasadena site. When the institution moved to San Diego, a portion of its former campus in Pasadena continued to offer selected credential programs for post-baccalaureate degree credential candidates. The University's main campus is located on the Point Loma peninsula in San Diego with a student population of approximately 2,500. The Pasadena site, a former university site, offers teacher education credentials and graduate education credentials to over 200 students on a part time basis. The University also offers credential programs at a Bakersfield site, which is located within the complex of the Kern County Office of Education.

The San Diego and Pasadena sites offer the following credentials: Multiple and Single Subject with a Cross-cultural Language and Academic Development (CLAD) and Bilingual Cross-cultural Language and Academic Development (BCLAD) Emphasis in Spanish, Pupil Personnel Services (Counseling and Guidance), and the Preliminary and Professional Administrative Services Credential. The Bakersfield site, which opened in 1998, offers the Multiple and Single Subject credential with a CLAD emphasis.

Accredited by the Western Association of Schools and Colleges, Point Loma offers degree programs at the baccalaureate and graduate levels. Credential programs in Graduate and Teacher Education are approved by the California Commission on Teacher Credentialing. The university is a member of the California Council on the Education of Teachers (CCET), the American Association of Colleges for Teacher Education (AACTE) and its California affiliate CACTE, and the Independent California Universities and Universities Council of Education for Teachers (ICCUCET). Currently, a faculty member serves as president of ICCUCET and is on the board of CACTE.

Preparation for the Accreditation Visit

The Commission staff consultant was assigned to the institution in Spring, 1998, and had telephone conversations with the Director of the Teacher Education Program in preparation for a formal meeting with the Faculty which was held during the winter of 1999. The initial meeting led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. Telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader, Dr. Tory Courtney, was selected in August 1999.

The Institution elected to organize the visit by having the team visit the Pasadena and Bakersfield campuses two weeks in advance of the visit to the main campus in San Diego.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. These responses were developed in reference to each credential program and for the unit as a whole. This was followed by a separate response to the Commission's Standards of Quality and Effectiveness for Multiple and Single Subject Credential Programs, Administrative Services Credential Programs (Preliminary and Professional), and Pupil Personnel Services Credential Programs.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean, faculty and the Commission Consultant. It was agreed that there would be a team of ten, structured as follows:

- Team Leader
- Common Standards – 2 member
- Basic Credential Cluster – 3 members
- Services Credential Cluster – 4 members

The Commission Consultant selected the team members to participate in the review. Team members were selected because of their expertise, experience, and adaptability, and were trained in the use of the *Accreditation Framework*.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The COA Team Leader and members examined the University responses to the Common Standards and the Program Standards. The on-site phase of the review began on Sunday, February 13, 2000 in Pasadena. Only five members of the team were needed for the visit to the satellite campuses, and they arrived on Sunday afternoon to begin their deliberations with one another. The team meeting included a review of the accreditation procedures and organizational arrangements for the COA team members. The University hosted a dinner for the team Sunday evening.

On Monday, February 14, the team collected data from interviews and reviewed institutional documents at the Pasadena site, according to procedures outlined in the *Accreditation Handbook*. There was extensive consultation among the team members with much sharing of information. Lunch on Monday was spent sharing data that had been gathered from interviews and document review. A mid-visit report was scheduled for 1:00 on Monday. The team had questions about the Pupil Personnel Services Credential program and the Common Standards. The entire team met on Monday evening to discuss progress the first day and share information about findings. The Services Credential Cluster members were dismissed Monday evening, and the Common Standards and Basic Credential Cluster members journeyed to Bakersfield.

On Tuesday, February 15, the team collected data from interviews and reviewed institutional documents at the Bakersfield site. As with the Pasadena site, a mid-visit report was held at 1:00 on Tuesday. Questions about the Common Standards and the Multiple and Single Subject Credential program were raised. The team met briefly at the end of the day to confirm findings at the Bakersfield site, and then adjourned until February 27, when the whole team assembled in San Diego.

During the team meeting on February 27, findings from the Bakersfield and Pasadena site were reported to the whole team. Following a review of the *Accreditation Handbook*, Clusters met to discuss their schedules and interview questions. The University hosted the team for dinner Sunday evening, and used that opportunity to provide an overview of the institution. The team arrived on campus on Monday, February 28 to conduct interviews and review institutional documents. The schedule was set up to provide team members with the opportunity to interview all constituents on Day 1 of the visit. The team returned to the hotel Monday evening. During the team meeting, all of the Common Standards were discussed, and a few clarifying questions were identified. Cluster members spent the rest of the evening discussing their findings in each credential area and planning for the second day of interviews.

The mid-visit report was scheduled for 12:15 on Tuesday, February 29. The team had questions relating to six of the Pupil Personnel Services Credential program standards. The Dean and Director of the PPS program met with the team Wednesday afternoon to present additional information for the team in order to respond to the team's questions. Tuesday evening was set aside for additional team meetings and the writing of the team report. The team presented their report to the faculty and administration at 11:30 a.m. on Wednesday, March 1, 2000.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the Common Standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard.

The team prepared a narrative report about the program standards in each credential area which pointed out any standards that were not met or not fully met and included explanatory information about findings related to the particular program standards. The team highlighted specific strengths and concerns related to each program.

The team included "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team. Findings from the Pasadena and Bakersfield sites were folded into the team report.

Accreditation Decisions by the Team

After the report was drafted, the team met Tuesday evening for a final review of the report and a decision about the results of the visit. The team discussed each Common Standard and each Program Standard and decided on the basis of interviews and program documents that all of the Common Standards were fully met; all of the Multiple/Single Subject and CLAD Emphasis Program Standards were fully met; all of the Preliminary and Professional Administrative Services Credential Program Standards were fully met; and all but two of the Pupil Personnel Services Credential Program standards were met. Two of the PPS standards were found to be met minimally with qualitative concerns.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that several standards in both Common and Program sections were worthy of being noted in areas of strength and in some cases, areas of concern. Although some areas of concern were noted in the team report, the overall quality of the programs mitigated the concerns. After thorough discussion, the team decided to recommend the status of "**Accreditation with a Substantive Stipulation**". The recommendation was based on the unanimous agreement of the team. The team felt that, overall, Point Loma Nazarene University is doing a superb job of preparing teachers, administrators and school counselors.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM REPORT**

Institution: Point Loma Nazarene University

Dates of Visit: February 13-15, February 27-March 1, 2000

**Accreditation Team
Recommendation:** **ACCREDITATION WITH A SUBSTANTIVE
STIPULATION**

The accreditation team recommends the following stipulation:

That Point Loma Nazarene University provide evidence that the Pupil Personnel Services – School Counseling program is aligned with the PPS standards in the following curricular areas:

- theoretical underpinnings of comprehensive school counseling and guidance program planning, development, implementation and evaluation;
- consultation theory, models and processes; and
- coordination and supervision of comprehensive school counseling and guidance programs.

Rationale:

The team recommendation was based on data gathered from reading the institutional self-study, reviewing supplementary documents, and interviewing the various constituents. The team voted on each Common Standard and reviewed each program standard that was less than fully met. The team then voted on the accreditation recommendation. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards: All Common Standards were judged to have been fully met.
2. Program Standards: Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members. Following their presentation, the team discussed each program area and determined that all standards in the Multiple Subject/CLAD, Single Subject/CLAD and Administrative Services Credential programs were fully met.

With respect to the Pupil Personnel Services Credential program, the team found that two standards were not met, and two standards were met minimally with qualitative concerns.

Although there were areas of deficiency noted in the report, the team agreed that the overall quality of the programs was not compromised. There was consensus among the team members, however, that the institution should be required to provide a response to the Committee on Accreditation about each of the areas of deficiency within one year of the visit.

**Point Loma Nazarene University
Accreditation Team Members**

Team Leader: **Victoria Courtney**
St. Mary's College

Common Standards Cluster:

Bill Watkins, Cluster Leader
Davis Joint Unified School District (Retired)

Roger Harrell
Azusa Pacific University

Basic Credential Cluster:

Nancy Brashear, Cluster Leader
Azusa Pacific University

Cameron McCune
Walnut Valley Unified School District

Patricia Ennis
The Masters College

Services Credential Cluster:

Woodrow Hughes, Cluster Leader
Pepperdine University

Mark Fulmer
Saugus Union Elementary District

Audrey Hurley
San Francisco State University

Loretta Whitson
Monrovia Unified School District

DOCUMENTS REVIEWED

X	Catalog
X	Program Document
X	Course Syllabi
X	Candidate Files
X	Fieldwork Handbook
X	Follow-up Survey Results
X	Needs Analysis Results
X	Information Booklet
X	Field Experience Notebook
X	Schedule of Classes
X	Advisement Documents
X	Faculty Vitae

INTERVIEWS CONDUCTED

	Team Leader	Common Standard	MS SS CLAD	Admin. Services	PPS
Program Faculty	5	26	17	11	14
Institutional Administrators	2	12	4	4	1
Candidates	0	39	95	59	24
Graduates	7	28	14	29	18
Employers	6	11	18	12	8
Supervising Practitioners	2	12	11	2	1
Advisors	1	12	6	5	0
School Administrators	11	11	17	19	5
Credential Analyst	0	2	2	2	2
Advisory Committee	0	25	3	13	5
Total:	34	178	187	156	78

Grand Total: 633

Common Standards

Standard 1: Educational Leadership

Standard Met

Evidence gleaned from the self study, on-site documents and interviews with the faculty and staff shows there is a cohesive system for managing the credential programs throughout the three campuses of the university. There are regular management meetings at the PLNU campus. Managers from the Pasadena, Bakersfield, and PLNU campuses participate in the management of financial resources and staffing.

Dean of Education oversees all credential programs on the three campuses. She serves as a liaison between personnel charged with the responsibilities of directing programs of professional preparation at each location. The Dean addresses the needs of faculty, staff, and students effectively and is described as a vibrant leader. The organizational structure is conducive to the efficient operation of the university and articulation among all levels of the educational programs, linking undergraduate and graduate education in an appropriate manner. The Dean of Education meets weekly with the Provost and Chief Administrative Officer. At these meetings the Dean makes decisions related to, among other issues, admission procedures, quality checks of program, distribution of human resources, and equipment.

These high quality credential programs reflect the vision and mission statements of the university. The philosophy and goals established by personnel in the Department of Education set a tone for academic rigor, with a current exception of the PPS program.

Strengths

The support staff is efficient, effective and caring. The advisory committee members are dedicated and responsive to the needs of the Department of Education.

Concerns

The PPS program has been in a state of flux for some time due to changes in personnel, and the uncertainties that accompany this changing status have resulted in a few areas of concern, e.g., consultation, theoretical base of knowledge in the area of comprehensive school counseling and guidance, supervision and coordination. It should be noted that positive leadership is now in place and operational, and efforts are being made by the Dean and others to rapidly correct these concerns.

The institution has created a new administrative structure with the addition of the position of the Dean of Education. There is a need to continue to strengthen collaboration and cooperation between the Dean of Education and the Bakersfield and Pasadena campuses.

Common Standard 2: Resources

Standard Met

The university has taken on capital improvements to facilities and has constructed three new buildings on the Point Loma site. The Bakersfield campus opened in 1998 and shares space with Fresno Pacific and La Verne Universities. There is limited space at this site; however, the university is exploring other facilities to house this off-site campus.

There is a substantial investment in technology. Computer labs are evident at all locations, and even though the Bakersfield facility has limited facilities and equipment, the use of the nearby, state-of-the-art technology center at the Kern County Educational Center far exceeds the available computer equipment to students at other institutions of comparable size. Students are encouraged to take advantage of the technology in preparing power point class presentations, videotaping lessons and presentations, and completing written assignments and projects.

All full-time professors have either a laptop or desktop computer in their offices for their exclusive use. Additionally, faculty report that they are allocated \$900 per year to attend professional meetings and conferences and to pay for memberships in professional organizations

Personnel and capital outlay items are coordinated university-wide. Decisions regarding allocation of funds and personnel are based upon enrollments and campus needs. Faculty and administrators indicated during interviews that resources were judiciously approved and equitably distributed to support such major functions as curriculum, admissions, credential, and field experiences for students.

Students at all three campuses have access to library services at the PLNU campus. Students in Pasadena have access to limited library services on campus and off, as well as the Point Loma campus. Bakersfield students have access to library services at the Kern County Office of Education and the public library.

Support personnel include directors for the Pasadena and Bakersfield sites, three credential analysts, and an authorization for a part-time analyst at Bakersfield. Additionally, authorization exists for another full-time faculty member at the Bakersfield campus.

Strengths

The program provides small class sizes that promote quality interaction between students and faculty.

Concerns

None noted.

Common Standard 3: Faculty

Standard Met

It was evident through interviewing the administration and faculty that those who are given teaching assignments are carefully chosen to complement the mission and goals of the credential programs.

The quality of the faculty in the basic credential programs has shown significant improvement over the past six years. Full-time and adjunct faculty are well qualified to teach the assigned courses. Faculty have demonstrated success in collaborating with one another and in linking programs together in a meaningful manner.

There is a large cadre of adjunct instructors who are currently employed in the public school sector. These adjunct instructors are teaching courses that relate directly to their expertise. Field supervisors all have had public school experiences, many with a number of years in public education and supervision.

The full-time faculty numbers 16. Eighty-one percent of them possess the doctorate in their assigned field of instruction.

Strengths

The programs utilize carefully chosen practitioners as invited speakers to maintain a close relationship between university classroom instruction and best professional practices.

Concerns

PLNU needs to carefully select and evaluate adjunct faculty in a more consistent manner in the PPS Program.

Common Standard 4: Evaluation

Standard Met

Students provide summative evaluation at the conclusion of the each course. Instructors often modify their courses as a result of these evaluations. These data offer input into the total evaluation process and are used in partial determination of the effectiveness of faculty in promotion and reemployment processes.

Advisory committees appear to represent the constituents in the community and university. Committees meet regularly and there is evidence that members provide input and offer suggestions for program improvement. For example, the Advisory Committee in Bakersfield identified a need to have an Administrative Services Credential program in Bakersfield. This information was relayed to the Dean and high priority has subsequently been placed on bringing this request to fruition.

Although a recent addition to the University, the President of PLNU has appointed a Strategic Planning Action Committee (SPAC). This Committee has broad representation and is charged with defining change efforts for the university as a whole. The Committee includes a review process for the credential programs.

Evidence of other evaluation methods included surveys of graduates and employers, faculty, and field supervisors. Frequent meetings occur within the Department of Education that are evaluative in nature.

One survey revealed that 85% of students who completed a credential program at PLNU obtained employment in San Diego schools. Over 90% of students pursuing a credential at the Bakersfield campus are teaching on emergency credentials and attending PLNU at night and during summer sessions.

One survey sent to students, administrators, faculty, and employers received over 400 responses. One result of the responses was improved clarification between the second language acquisition course and the bilingual methods course.

The multiple assessment practices used at the three sites have indeed resulted in program changes and other changes, e.g., changes in classroom management strategies, longer periods of time devoted to secondary student teaching, and modification of courses.

Strengths

None noted.

Concerns

Continue to develop and implement a systematic, comprehensive end-of-program evaluation procedure for the Department of Education.

Standard 5: Admission

Standard Met

Candidates wishing to apply to one of the credential programs receive a copy of a handbook, entitled "Handbook for Prospective Teachers." This handbook details admission requirements, including course sequence, conditional admission, and GPA required throughout the program.

All candidates are interviewed by a minimum of two faculty members. Students are recommended for admission, remediation, or denial of admission. Students not meeting the 2.75 GPA requirement may be admitted conditionally. Students conditionally admitted must pass CBEST, write a rationale as to why they should be admitted, provide two letters of recommendation from faculty, and demonstrate academic potential by having maintained a minimum 2.75 GPA for the past two full-time semesters of enrollment. Students from ethnically diverse backgrounds or who have a disability may be given unique or special consideration in meeting the admission criteria.

Students are required to develop and maintain a portfolio that includes a resume, writing samples, educational and career goals, educational values, philosophy, and experiences working with diverse populations.

The university has a grievance and appeals procedure in place. Student interviews provided an extremely positive view of the admissions and registration procedures. They clearly indicated that the admissions and advising procedures were very helpful, each step of the way. They indicated that the processes are student-oriented and very effective. This could be best summarized by a statement that was heard time and time again from students, "They know my name and that's important to me."

Strengths

The Department of Education is commended for an outstanding out-reach and recruitment program. A strong commitment to diversity is evident.

Concerns

None noted.

Common Standard 6: Advice and Assistance Standard Met

Students were highly positive about the advice and assistance they were given by faculty and other advisors from the time they set foot on the campus until they left with their credentials in hand. They feel free and are encouraged to contact their advisors as needed. Faculty advising was noted by students as a particular strength in their experiences at PLNU.

All students are informed about the program prerequisites and other requirements in a variety of ways, ranging from verbal to written, with the official publications of the university titled "A Handbook for Prospective teachers" and the "Student Teaching Packet."

Students demonstrated a keen awareness of the opportunities in the teaching profession. A large majority of students enrolled in credential programs at all three sites of PLNU are teaching on emergency credentials.

It was also apparent from the interviews that employers assist in the total process. They recruit PLNU graduates on a regular basis and report that the students are well trained to teach in a variety of educational settings and with diverse student populations. This record of "hiring and helping" serves as a catalyst to students as they meet the requirements set forth for the credentials. As heretofore mentioned, select, on-the-line administrators who are also employers, teach as adjunct faculty, providing assistance and advice to the candidates as they enter the work force by day and the PLNU classrooms at night.

Strengths

Students recognize and value the flexible, individualized programs that are structured according to their needs.

Portfolios are developed which help students gain employment.

Concerns

Financial aid procedures may warrant review.

Common Standard 7: School Collaboration

Standard Met

Faculty and field supervisors meet and discuss student teacher placement options. Field supervisors are aware of suitable placements and participate with the view of truly assisting the candidate while obtaining worthy services from candidates in the classrooms. Roles and responsibilities of the student teachers and their supervisors are clearly stated in the two publications, “Master Teacher Packet,” and “Student Teacher Packet.”

Collaboration is evident among university and field placement personnel at all three locations of PLNU. These collaborative efforts are very effective in providing students with quality experiences. This includes periodically reviewing the suitability and quality of all field experiences, and making certain of the proper sequencing of field experiences.

Those teachers who are on emergency certificates also receive the benefit of quality collaboration. While the initial selection is generally that of the employer, there appears to be no difficulty of intervention by university supervisors, if necessary, to provide maximal professional, and mutually determined resolutions to problems as they occur.

The organizational structure established for the Department of Education by the university’s president, the provost, the dean, and faculty has been effective in securing the kind of “on-campus” cooperation and collaboration necessary, in their words, to “place God first, students second, and faculty, support personnel and administration third.”

Strengths

A member of the Advisory Committee stated “We give priority to PLNU graduates applications when hiring.”

Concerns

None noted.

Common Standard 8: District Field Supervisors **Standard Met**

There is evidence that frequent communication exists among site supervisors, university supervisors and candidates at all three locations of the university system. This has brought assurance that students are receiving quality field experiences.

The PPS program has designated one faculty member to coordinate field placements. This is viewed as a positive practice and tends to assure collaboration, proper placement and more effective training and record keeping. In fact, it should be noted that master teachers and PLNU faculty are well qualified to assure consistency in the education and training of students.

Field supervisors interviewed expressed enthusiasm for the quality of student teachers. This was also true of the employers who were interviewed.

Field supervisors have been significantly involved with education as classroom teachers, curriculum specialists, and administrators. Some are recent retirees with years of experience.

Student teachers spoke positively about the availability of their supervisors. While three planned visits are required during each semester, students reported that field supervisors make extra visits to observe and advise, and provide them with positive suggestions for improving instruction and managing student behavior.

Master teachers and university field supervisors collaborated in a workshop with four other universities during the past two years. Consultants were brought in to lead relevant discussions. Additionally, master teachers and PLNU personnel participated in the California Formative Assessment and Support System for Teachers (CFASST). The weeklong training allowed participants the opportunity to practice roles, behaviors, attitudes and skills of effective support for beginning teachers. During an interview, two PLNU faculty stated the training was very helpful in identifying the types of support needed and asked for by beginning teachers.

Field supervisors receive a stipend for supervision. Master teachers are recognized with a letter of appreciation and are invited to a reception that honors them.

Strengths

None noted.

Concerns

None noted.

Multiple- And Single-Subject Clad Emphasis Credential Programs

Point Loma Nazarene University offers Multiple and Single Subject CLAD Emphasis Credential Programs in all three locations: San Diego (main campus), Bakersfield, and Pasadena. The San Diego and Pasadena campuses house complete programs including credential analysts, while the Bakersfield campus shares some common services, including the credential analyst, with San Diego. Bakersfield, however, has had a half-time position for a credential analyst approved, but has not yet completed this hiring process. There appear to be approximately the same number of credential students at both the San Diego and Pasadena campuses with a newer start-up group at the Bakersfield campus.

Findings on Standards

After review of the institutional report and supporting documentation and the completion of multiple interviews of candidates, graduates, faculty, employers, administrators, supervising practitioners, the team determined that all program standards are met for the Multiple- and Single- Subject Programs.

Strengths

Particularly strong components of the program are:

- Staff avail themselves to students in multiple ways, such as eating in the student dining room, attending university sports events making home phone numbers available, entertaining students in their homes, and attending social events. Students have traditional access through office hours, e-mail, and appointments also.
- Excellent correlation reported by school officials between curriculum taught at Pt. Loma and what was being taught in the school.
- Modeling of teaching techniques and strategies and integration of technology into the classroom required of student teachers by the university professors.
- The intentional integration of multicultural education into the entire curriculum as evidenced by the students' proficiency with using SDAIE and ELD strategies in their teaching, as well as fostering respect and relationships with the families
- Faculty and supervising practitioners are very visible and available at sites to student teachers and site administration; they were commended for their diligence and dedication to working with new teachers.
- Excellent preparation in the teaching of language and literacy teaching skill development.

- Faculty qualifications are outstanding, especially considering the multiple roles played by faculty. Also, adjunct faculty are chosen for their expertise in the content and methodologies for the classes they are teaching. This reflects a considerable improvement since the last CCTC visit.
- Pre-service students spend a large number of hours in classrooms before admission to the program. This prior experience in the classroom and knowledge of child and adolescent development can help student teachers demonstrates great progress during their Student Teaching 1 and 2 experiences.
- The high percentage of graduates who are hired in neighboring districts.
- The high percentage of students who start and complete the credential program (97-98%) as well as their satisfaction with their educational program.
- The majority of students expressed complete satisfaction with the advising provided for them by faculty and staff as they entered the teacher education program.

Concerns

- Since these credential programs are offered primarily for full-time students, the majority of the classes are offered during daytime hours. Some concern was raised by students that it may be difficult to complete required field experience hours due to the current scheduling practices.
- A stronger articulation between the undergraduate departments offering approved single subject matter degrees and the Department of Teacher Education credential programs is needed.

Administrative Services Credential Programs

Point Loma Nazarene University offers the Preliminary Administrative Services Credential and the Professional Administrative Services Credential both in San Diego and in Pasadena. Components of the programs are similar at each site and the programs receive equitable attention and support. In San Diego, classes are being held temporarily in public school facilities due to overcrowding on the main campus in Point Loma. Permanent facilities have been purchased to house these programs in the near future. In Pasadena classes are held in leased facilities on the campus which were the home of the university prior to its relocation to San Diego.

Preliminary Administrative Services Credential Program

Findings on Standards

The Preliminary Administrative Services Credential Program meets all standards and is based upon a well-articulated philosophy and rationale. The current program has evolved over the past 25 years through a process of evaluation and revision to meet the CCTC Standards of Quality and Effectiveness and to provide the credential candidate with the knowledge, skills and competencies to become effective administrators in our highly diverse and rapidly changing society. The preparation program consists of an integrated set of six courses and field studies. Full-time, part-time, and adjunct faculty teach at all locations. All instructors are current or recently retired school administrators who are well qualified both academically and professionally to guide aspiring administrator candidates in their professional preparation.

Strengths

The program has an exemplary student advising system. The written materials are clear, informative, complete and readily available. Faculty and staff are knowledgeable, resourceful and eager to assist students with program planning as well as personal issues.

The program design is superior in that full time faculty scholars and currently practicing school administrators collaborate in planning and teaching each course. The carefully planned utilization of presentations by practitioner specialists as speakers in coordination with seminar discussions is effective and commendable.

Concerns

No concerns were noted.

Professional Administrative Services Credential Program

The Professional Administrative Services Credential Program is designed to facilitate the induction and professional development of beginning school administrators. The program is a collaborative endeavor among the university, the candidate and the candidate's school district. It is highly individualized, offering choices and options among university and non-university learning opportunities according to the needs of the individual candidate. The program is designed to be a two-year program of study that aligns with the two-year experience requirement for the Professional Administrative Services Credential, although students may extend their program over a longer period of time and pursue an advanced degree (the Education Specialist degree) concurrently.

Findings on Standards

The Professional Administrative Services Credential Program meets all standards. The Professional Program offers an effective program for practitioners completing the second tier of the credential requirements. The program is comprehensive, flexible, well articulated and based upon a cogent rationale of the application of theory to practice. The program is well designed, effectively coordinated and academically sound.

Strengths

The dedication of university administrators and faculty to ensuring student success is highly commendable. The team recognizes that the program administrators dedicate significant effort in organizing the resources of cooperating school districts, the university and other educational entities to ensure a seamless program.

Concerns

No concerns were noted.

Pupil Personnel Service Credential Program

Findings on Standards

The pupil Personnel Services Program with a specialization in School Counseling was evaluated according to the California Teacher Credentialing Commission Accreditation Standards. An exhaustive review was conducted that included examination of institutional reports and supporting documentation. Also, extensive interviews were conducted at both the Point Loma San Diego campus and the satellite campus located in Pasadena California of candidates, graduates, faculty, employers and administration. The team determined that program standards were met in all areas except for the following: Standard 16, Consultation Services; Standard 23, Program Development; Standard 24, Program Coordination and Supervision; and Standard 25, Consultation Services To Schools.

Standard 16: Consultation Services

Standard Not Met

Based on the preponderance of evidence received at both the San Diego and Pasadena sites, the Point Loma Nazarene University Pupil Personal Services, School Counseling Program has not effectively addressed and implemented Standard 16, Consultation Services. After review of the documents provided by the university including course syllabi, course text, and through extensive interviews with faculty, employers, administration as well as past and present students, there is substantial evidence that candidates have not had the essential experiences or do not possess the required skills or knowledge to clearly understand and define the theories, models and processes of consultation. Consultation methodologies in a school setting with teachers, administration, school personnel, parents, community groups, agencies and pupils is based extensively on consultation theory that is definitive and definable. Evidence conclusively indicated that students as well as faculty were unable to articulate the definition or substantiate the theoretical base for consultation services.

Standard 23: Program Development

Standard Not Met

The team did not find evidence that candidates are provided with a base of knowledge and skill development in planning, developing, implementing, and evaluating comprehensive school counseling and guidance programs.

Counselors of the 21st Century must be prepared to plan, develop, implement and evaluate comprehensive counseling and related supplemental support services in order to effectively address the educational needs of pupils and the needs of the school community.

It is the finding of the team after reviewing data provided by the self-study document, documents provided by University officials, interviews with graduates, students, faculty and other groups, that candidates lack the knowledge necessary to conceptualize, plan, develop, implement and evaluate a comprehensive school counseling program.

Standard 24: Program Coordination and Supervision

Standard Met Minimally Qualitative Concerns

All of the elements of the standard are present but the quality of one of the elements is inadequate. It is the finding of the team after reviewing data provided by the self-study document, documents provided by University officials, interviews with graduates, students, faculty and other groups, that candidates are not able to demonstrate theoretical knowledge relating to the oversight and/or supervision of a comprehensive school counseling program in a multicultural school setting.

With the diversity of today's multicultural society, a comprehensive counseling and guidance program and community-based organizations that function within a school setting must be well coordinated and supervised by credentialed professional school counselors in order to meet the complex needs of the school community.

Standard 25: Consultation Services To Schools

Standard Met Minimally: Qualitative Concerns

Based on the balance of evidence received at both the Pasadena and San Diego sites, the Point Loma Nazarene University Pupil Personal Services, School Counseling Program has not effectively addressed and implemented Standard 25, Consultation Services To Schools. These findings came after review of the documents provided by the university including course syllabi, course text, and through extensive interviews with faculty, employers, administration as well as past and present students. The program addresses to a large extent the services and functions of the community and community agencies as well as the application of these services to the educational needs of students. However, the program does not clearly define the consultation process nor does it provide opportunities for candidates to develop the skills related to individual and organizational consultation.

Strengths

The faculty is to be commended for their dedication and demonstrated commitment to meeting the needs of the students. The faculty was described as warm and caring in most cases and willing to listen to ideas from the students as to how to improve the classes. The training was described often as designed to prepare the candidate for most of the challenges they would encounter when they went to work in the schools. The rigor and uniqueness of the program can be noted by these samples of comments by interviewees:

- **Graduate:** "Teachers were available if I was confused. I always felt that I was being heard. I often found that I was learning and didn't really know it."
- **Student:** "I am enjoying learning and it is not as hard as I thought it would be because the professors offer a lot of 'hands on' learning opportunities. The people at this university are good at rethinking how to do things!"

- **Faculty:** “I am truly impressed with the new Coordinator of the PPS School Counseling program. She has brought a new energy to our work that is refreshing and needed. She is open to hearing from the field as to what is needed. She has really re-energized a lot of what is going on in this particular specialization and I am excited about that.”

Professional Comments

(These comments and observation from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation of the team.)

Pupil Personnel Services

It is a suggestion that the Point Loma Nazarene University PPS Faculty examine resources, materials, and programs for the subject areas of consultation, consultation in schools, comprehensive school counseling and guidance programs, and other supporting text and documents that delineate the profession of school counseling programs be added. While the program utilized theoretical texts related to counseling theory, group counseling theory and school to career principles, there are obvious omitted texts that are considered the benchmark of the school counseling profession. Some of these text include: Mental Health Consultation and Collaboration by Caplan, G. and Caplan R.B.; Consultation, Collaboration, and Teamwork for Students with Special Needs, Counseling in Schools by Schmidt, J.; Counselors as Agents of Social Change by Lee C.C.; and Comprehensive Guidance Programs that Work by Gysbers.

It is also this team's opinion that because of the newness of the faculty it is critical that consistency is established. This may be done in several ways. One possibly may be that training be provided for faculty on consultation theory and services in the schools and in comprehensive school counseling and guidance programs. Additionally, the National Standards for School Counseling is a benchmark document that would enhance faculty's understanding of the domains in which the profession operates. Further, since the California Commission on Teacher credentialing is in the process of revising the PPS Standards, it might be helpful to include these considerations as the program is revised to accommodate the substantive stipulations prescribed in the document.