

# **Report of the Accreditation Revisit to Point Loma Nazarene University**

## **Professional Services Division**

**May 25, 2001**

### **Overview of This Report**

This item is a follow-up of the accreditation visit to Point Loma Nazarene University, which was conducted last year. This item provides the report of the revisit team and recommendations regarding one stipulation and the accreditation status of the institution.

### **Staff Recommendations**

1. On the basis of the revisit accreditation team report, staff recommends that the stipulation placed upon the university by the Committee on Accreditation be removed.
2. Staff recommends that the Committee on Accreditation change the accreditation status of Point Loma Nazarene University from "Accreditation with a Substantive Stipulation" to "Accreditation" based up on the removal of the above stipulation.

### **Background Information**

A COA accreditation team conducted a visit at Point Loma Nazarene University on February 13-15 and February 27-March 1, 2000. On the basis of the accreditation team report, the COA made the following accreditation decision for Point Loma Nazarene University and its credential Programs:

#### **ACCREDITATION WITH A SUBSTANTIVE STIPULATION**

Following is the stipulation:

That Point Loma Nazarene University provide evidence that the Pupil Personnel Services (PPS) – 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.

The institution was required to respond to the stipulation and prepare for a re-visit within one year of the accreditation action. The institution prepared documentation indicating how the stipulation had been addressed. The institution prepared an interview schedule for the constituencies identified by the team leader. The team leader spent one day at the institution in a

focused revisit. An accreditation report was prepared by the team leader and presented to the institution. It is now presented to the Committee on Accreditation for consideration and action.

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

**Institution:** Point Loma Nazarene University

**Dates of Revisit:** April 30-May 1, 2001

**Accreditation Team Recommendation:** **ACCREDITATION**

**Rationale:** On April 30-May 1 2001, the Team Leader conducted a focused revisit. The focus included attention to one stipulation that was recommended by the original team and four Pupil Personnel Services, School Counseling Program Standards 16, 23, 24, and 25 that were found to be less than fully met by the original team.

The Dean, Director and faculty of the PPS Department prepared documentation that responded to each of the standards that were less than fully met, listed above.

The Team Leader reviewed documents and conducted extensive interviews as listed below. On the basis of that information, the Team Leader recommends that the stipulations be removed and that the accreditation status be changed from **Accreditation with Substantive Stipulations** to **Accreditation**.

**Team Leader:** Bill Watkins  
Retired Director of Student Services

**DATA SOURCES**

	<b>INTERVIEWS CONDUCTED</b>		<b>DOCUMENTS REVIEWED</b>
5	Program Faculty	x	Institutional Response to Standards less than fully met
5	Institution Administration	x	Student Binders/Portfolios
4	Graduates	x	Course Syllabi
27	Candidates		
2	Advisory Committee Members		

## **Response to the Accreditation Stipulation**

### **Stipulation**

That Point Loma Nazarene University provide evidence that the Pupil Personnel Services (PPS), 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.

### **Revisit Team Findings**

Upon revisit of the program, review of documents, interview with the faculty, dean, graduates and current students, the team leader found that the stipulation has been fully addressed. Coursework, as evidenced in course syllabi, review of newly adopted textbooks, and interviews with current students thoroughly address (1) the theoretical underpinnings of comprehensive school counseling and guidance, (2) program planning, development, implementation and evaluation, (3) consultation theory, models and processes and (4) supervision of comprehensive school counseling and guidance programs. In addition, students and graduates reported that their supervised field work provided opportunities to connect theory and practice and to obtain practical experience in the application of theory to day to day programs.

### **Revisit Team Recommendation**

The Team Leader recommends that the stipulation be removed.

## **Pupil Personnel Services, School Counseling Program Standards**

### Original Team Findings and Decision on PPS Standard 16

#### **PPS 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 Personnel 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.

### Revisit Team Findings and Decision

Interviews with faculty, students and graduates, as well as review of course syllabi and textbooks indicate that significant changes and revisions have been made in the PPS program. Evidence of this was noticeable in the recent adoption of a basic textbook entitled Consultation, Collaboration and Team Work in a Comprehensive Guidance Program. The concerns raised by the original team were also addressed in three other courses that all students must take as well as in the field experience component of the program. Faculty and students exhibited solid knowledge of the role of the school counselor in providing consultative services to community sources, faculty, and parents. Students were able to articulate several theories of counseling and guidance, including existentialism, cognitive behavior, and reality therapy. **The team leader now finds this standard to be fully met.**

### Original Team Findings and Decision on PPS Standard 23

#### **PPS 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 21<sup>st</sup> 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.

### Revisit Team Findings

Course syllabi, a matrix of standards and courses, interviews with faculty, graduates, current students and students recently admitted to the program, clearly indicate that this standard is thoroughly addressed in at least three of the courses all PPS candidates are required to take. In addition, students who have entered the program in the last six months are now required to maintain a standards binder in which they provide evidence of what they have done in their coursework to meet the standards. Because of recent tragedies in the San Diego area, students in the class indicated that they had ample opportunity to examine how a crisis intervention plan might look, be implemented, be critiqued and revised. **The team leader now finds this standard to be fully met.**

### Original Findings and Decision Regarding PPS Standard 24

#### **PPS 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 the 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 multi-cultural setting.

With the diversity of today's multi-cultural 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.

### Revisit Team Findings

Review of course syllabi, a newly adopted textbook and an extensive interview with the coordinator of the counseling and guidance program indicate that multicultural issues relating to counseling and guidance are clearly and comprehensively addressed in courses GED 566, GED 540, and in GED 870, the field experience. Further, students indicate that issues related to ethnicity, individual differences and special needs are part of just about every course they are required to take to fulfill credentialing requirements. Interviews indicate that students are very aware of the diversity of the student population in and around San Diego. **The team leader now finds this standard to be fully met.**

### Original Findings and Decision Regarding PPS Standard 25:

#### **PPS 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 Pupil Personnel 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.

#### Revisit Team Findings:

Review of documents, interviews with the coordinator, dean, faculty, graduates and current students revealed that there are opportunities in at least three of the counseling courses for students to develop individual and organizational consultation skills. Specifically, students and graduates were able to clearly define the counselor's role in assessing organizational needs within a school setting and demonstrate knowledge about how a program could be developed to meet the needs of the students in a variety of educational settings. Students were able to identify a variety of strategies that would be useful in evaluating the effectiveness of a comprehensive counseling and guidance program, including needs assessments, questionnaires, meetings and consultations with constituents. **The team leader now finds this standard to be fully met.**

#### Commendations

The Team would like to commend former Dean of graduate studies, Jo Birdsell, Program Coordinator Dione Taylor, as well as faculty and adjuncts at all sites for the manner in which they took the original team's report and in a short period of time made major revisions which will benefit the PPS program and its graduates. Revisions made in the last year clearly address some aspects of the new PPS standards, and with the commitment and skill of the very professional group of faculty and administration the PPS program is well positioned to begin developing a full response to the new standards.

Students who were interviewed had high praise for the care and commitment that the faculty and support staff provide in mentoring them through the program.