



COMMISSION ON  
**TEACHER CREDENTIALING**  

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*Ensuring Educator Excellence*

**TWELFTH ANNUAL  
ACCREDITATION REPORT**

**To the  
CALIFORNIA COMMISSION ON  
TEACHER CREDENTIALING**

**By the  
COMMITTEE ON ACCREDITATION**

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

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**COMMISSION ON TEACHER CREDENTIALING**

1900 Capitol Avenue  
Sacramento, California 95814-4213  
(916) 324-8002  
Fax (916) 323-4508

**COMMITTEE ON ACCREDITATION**

(916)323-5917

August 8, 2007

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 2007-2008 as it implements the Commission's accreditation system.

2006-2007 was the ninth 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 2007-2008. 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 2007

### California Commission on Teacher Credentialing Sacramento, California

- **Frederick Baker**, Professor Emeritus  
Department of Education  
Calif. Polytechnic State Univ., Pomona
- **David Madrigal**,  
Principal, John Muir Elementary School  
Antioch Unified School District
- **Diane Doe**, Retired Teacher  
Educational Consultant  
San Francisco Unified School District
- **Karen O'Connor**, Teacher  
Sunset Hills Elementary School  
Poway Unified School District
- **Lynne Cook**, COA Co-Chair  
Dean, College of Education  
Calif. State University, Dominguez Hills
- **Ruth Sandlin**, Chair, Educational Psychology  
College of Education  
Calif. State University, San Bernardino
- **Irma Guzman-Wagner**, Dean Emerita  
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**  
Assistant Superintendent, Human Resources  
Dublin Unified School District
- **Edward Kujawa**, Dean  
School of Business, Education  
and Leadership  
Dominican University
- **Joyce Abrams**, Teacher  
Chula Vista Hills Elementary School

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

- **Lawrence Birch**, Director, Professional Services Division
- **Teri Clark**, Administrator for Accreditation, Professional Services Division
- **Jo Birdsell**, Consultant, Professional Services Division
- **Cheryl Hickey**, Consultant, Professional Services Division
- **Teri Ackerman**, Analyst, 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 2006-2007, a summary of major accomplishments for the year and the adopted schedule of meetings for 2007-2008.

### **(1) Election of Co-Chairs for 2006-2007**

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 2006, the Committee elected to amend this procedure and elected Lynne Cook and Dana Griggs to serve as Co-Chairs for an additional year, during the 2006-2007 accreditation year.

### **(2) Schedule of Committee Meetings for 2006-2007**

In accordance with the duties assigned to the Committee on Accreditation and its adopted work plan for 2006-2007, the Committee on Accreditation held the following meetings.

August 24, 2006	Commission Offices, Sacramento
October 18, 2006	Commission Offices, Sacramento
February 14-15, 2007	Commission Offices, Sacramento
April 19, 2007	Commission Offices, Sacramento
June 6-7, 2007	Commission Offices, Sacramento

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

In addition to hearing and acting upon the one accreditation team report, the COA made initial accreditation decisions for 89 professional preparation programs, mostly programs of professional preparation for pupil personnel services, education specialist and administrative services.

Each year, the Committee has made improvements in the accreditation procedures or in its own procedures. The COA scheduled regular discussions at a number of 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 the COA has incorporated 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. 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 2007-2008**

In order to fulfill its responsibilities and accomplish its work plan, the Committee on Accreditation has adopted a schedule for meetings for the 2006-2007 accreditation cycle.

August 8, 2007	Commission Offices, Sacramento
October 24, 2007	Commission Offices, Sacramento
January 17, 2008	Riverside, CA
May 1-2, 2008	Commission Offices, Sacramento
June 18-19, 2008	Commission Offices, Sacramento

## **Section II. Accomplishment of the Committee's Work Plan in 2006-2007**

On August 24, 2006, the Committee on Accreditation adopted its workplan for 2006-2007. The Committee's elected Co-Chairs presented this workplan to the Commission at the January 31-February 1, 2006 Commission meeting. The nine items that follow represent the key elements of the 2006-2007 workplan for the Committee on Accreditation. They include a detailed explanation of each task and its current status.

### **Task 1 Begin Implementation of a Revised Accreditation System**

During the 2006-2007 year, the Committee on Accreditation worked closely with the Accreditation Study Work Group in completing a complete review of the Commission's accreditation process. Early in the 2006-2007 year, the Commission took action on the majority of the recommendations. The COA worked 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 last 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 agreement with NCATE was due to expire in December 2006, but was extended for one year until December 2007. Work has begun on the next renewal of the Partnership Agreement.

As part of the implementation of the *Accreditation Framework*, the Committee can negotiate formal memoranda of understanding with national professional education organizations. These memoranda would govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. Currently, there are no such agreements in place. The Committee has delayed further efforts to negotiate formal memoranda of understanding with 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 2006-2007 year, the number of programs granted initial accreditation was as follows:

Administrative Services Credential Programs	53
Education Specialist Credential Programs	20

Multiple and Single Subject Credential Programs	4
Pupil Personnel Services Credential Programs	7
Fifth Year of Study Programs	1
Special Teaching Authorization in Health Programs	1
Reading Language Arts Specialist Credential	3

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**

During the 2006-2007 year, there were six university accreditation visits. The visits were merged CTC/NCATE visits. A total of 17—total up all team members across the six visits state accreditation team members and 5 national team members participated in the visit. Following are the names of the institutions and the accreditation decisions of the Committee on Accreditation.

#### **2006-2007 Accreditation Visits**

<b>Institution</b>	<b>Accreditation Decision</b>
Azusa Pacific University	Accreditation
California State University, Chico	Accreditation with Technical Stipulations
California State University, Long Beach	Accreditation
California State University, Monterey Bay	Accreditation with Technical Stipulations
California State University, San Marcos	Accreditation
San Francisco State University	<i>Accreditation with Substantive Stipulations (pending COA decision in August 2007)</i>

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, 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 the Commission adopted recommendations related to the revised Accreditation System and the completion of the revised *Accreditation Framework*.

**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 Commission Activities Related to Accreditation**

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 Eleventh Annual Accreditation Report in February 2007 and presented it to the California Commission on Teacher Credentialing at its March 2007 meeting. The presentation of the Eleventh Annual Accreditation Report is scheduled for the October 2007 Commission meeting.

**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 2006, the Co-Chairs were elected and the 2006-2007 workplan was adopted. The 2006-2007 schedule of meetings was adopted in June 2006.

As indicated earlier in this report, the major activity of the 2006-2007 year was the completion of the review of the *Accreditation Framework* and the accreditation system, in conjunction with the Accreditation Study Work Group and the planning for the implementation of the revised accreditation system. The major part of each COA meeting was devoted to activities related to the revised system.

### **Section III. Proposed Work Plan for the Committee in 2007-2008**

The items that follow represent the key elements of the 2007-2008 work plan 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           Begin Implementation of a Revised Accreditation System**

During the 2007-2008 year, the Committee on Accreditation will work to develop additional procedures to implement the Commission's revised accreditation process. The *DRAFT Accreditation Framework* was presented to the Commission in June 2007 and is scheduled to return to the Commission for adoption in November 2007. Once the Framework is adopted, the COA's work will focus on updating the Accreditation Handbook.

#### **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) will expire in December, 2007. 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 has begun on the next renewal of the Partnership Agreement and will be completed in 2007-08.

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**

During the 2007-2008 year, there will be fourteen accreditation site visits to Alliant International University, Argosy University, Dominican University, Holy Names University, Interamerican College, Loma Linda University, Orange COE, Phillips Graduate Institute, Project Pipeline (Sacramento COE), UC Riverside, Vanguard University, CSU Fullerton, Stanford University, and CSU Bakersfield. Three of the visits are merged COA/NCATE visits: CSU Fullerton, Stanford, and CSU Bakersfield.

**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 the revised *Accreditation Framework*. 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. Through numerous planned activities and in the process of the ongoing accreditation reports and discussions, the Committee conducts an ongoing review of the accreditation process. As a result of those discussions, the Committee considers and adopts modifications in accreditation procedures, as needed.



# **APPENDIX A**

**Continuing Accreditation Decisions Made by the Committee  
on Accreditation Based Upon  
Site Visit Conducted - 2006-2007**

## **APPENDIX A**

# **Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visit Conducted - 2006-2007**

### **Introduction**

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 2006-2007 academic year, based upon the team site visit. Merged NCATE/COA Accreditation visits were conducted for six 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 the institution 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, Monterey Bay  
November 11-15, 2006  
(COA/NCATE Merged Accreditation Visit)**

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

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

##### **Rationale:**

The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendation pertaining to the accreditation status of California State University, Monterey Bay and 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 CTC Common Standards requirement. There was extensive cross-referencing to the CTC 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 decided as to whether the standard was met, not met, or met with areas of improvement or concern.

2. **PROGRAM STANDARDS CUSTER:** Team members reviewed the Multiple and Single Subject Programs – including internship, Multiple Subject BCLAD Emphasis Program, and Education Specialist Mild/Moderate and Moderate/Severe – including internship and Level II. Discussion of findings and appropriate input by individual team members and by the total merged team membership was held. 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 about the findings on the standards. All elements of the CCTC Common Standards were addressed within the context of the NCATE report institutional report. For the six NCATE standards, the team determined that all standards were met with the exception of Standard Two – Assessment System and Unit Evaluation. For NCATE purposes, the standard was not met with three areas for improvement and for state purposes, the standard was met with a concern. For the remaining standards the team determined that for NCATE purposes, there were seven areas for improvement identified. For state purposes, the team decided that Standard Three – Field Experiences and Clinical Practice was met with concerns and Standard Four – Diversity was met with a concern.

The team decided that state program standards were met for all programs, but concerns were identified within elements of four standards for the Multiple Subject Program and four standards for the Single Subject Program. For each of the programs, concerns were expressed about Program Standard 8 – Pedagogical Preparation for Subject Specific Content Instruction, Program Standard 14 – Preparation to Teach Special Populations in the General Education Classroom, Program Standard 16 – Fieldwork Sites and Qualifications of Field Supervisors, and Program Standard 18 – Pedagogical Assignments and Formative Assessments.

Overall, the team agreed that the institution was providing strong programs of preparation and that even though some concerns were identified, the accreditation decision should be “Accreditation.”

### **Team Membership**

**State Team Leader:** Marilyn Draheim (Team Co-Chair)

University of the Pacific

**NCATE Team Leader:** Carrie Robinson (Team Co-Chair)  
New Jersey

**NCATE Team Members:** Virginia L. Robinson (NCATE Member)  
Idaho  
Patrick M. Macy (NCATE Member)  
Hawaii  
Sue George (NCATE Member)  
Missouri  
Larry D. Powers (NCATE Member)  
North Carolina

**State Team Members** Mark G. Cary, Davis Joint Unified School District (ret.)  
(Common Standards, Multiple Subject/Single Subject)

Charles G. Zartman, Jr., California State University, Chico  
(Common Standards, Multiple Subject/Single Subject)

Wanda Baral, Fountain Valley School District  
(Multiple Subject/Single Subject)

Sharon Jarrett, Los Angeles Unified School District  
(Education Specialist, Mild/Moderate, Moderate/Severe)

## DOCUMENTS REVIEWED

University Catalog	Schedule of Classes
Institutional Self Study	Advisement Documents
Course Syllabi	Faculty Vitae
Candidate Files	Portfolios
Fieldwork Handbooks	Candidate Work Samples
Course Materials	Exit Surveys
Information Booklets	Assessment Data
Field Experience Notebooks	Follow-up Survey Results

## INTERVIEWS CONDUCTED

	Team Leader	Common Standards	MS/SS Credential	Ed. Spec. Credential	Total
Program Faculty	4	17	17	5	<b>43</b>
Institutional Administration	6	12	4	4	<b>26</b>
Candidates	8	34	41	36	<b>119</b>
Graduates	4	9	21	37	<b>71</b>
Employers of Graduates	1	4	3	9	<b>17</b>
Supervising Practitioners	4	6	8	11	<b>29</b>
Advisors	2	2	3	2	<b>9</b>
School Administrators	3	5	7	11	<b>26</b>
Credential Analyst	1	1	1	1	<b>4</b>
Tech Support	2	2	2	2	<b>8</b>
Advisory Committee	3	3	7	4	<b>17</b>
<b>TOTAL</b>					<b>386</b>

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, Monterey Bay and all of its credential programs: **ACCREDITATION**

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

- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Internship
  - BCLAD Emphasis (Spanish)
- Single Subject Credential
  - Single Subject
  - Single Subject Internship
- 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

- (2) Staff recommends that:

- The institutions response to the precondition is accepted.
- California State University, Monterey Bay is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Monterey Bay is placed on the schedule of accreditation visits as appropriate subject to the newly established schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

[This is not the correct San Marcos report](#)

**A. Team Recommendation: Accreditation with Technical Stipulations**

Following are the stipulations:

- That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, employers and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and should be applied to all credential program areas.
- That the institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should provide for effective role orientation and supervisory training so expectations are clearly understood.
- That the institution provide evidence of actions taken to address all program standards less than fully met.

**Rationale:**

The team recommendation of Accreditation with Technical Stipulations was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit, along with additional information requested from administrators during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. Six standards were judged to have been fully met. Standard 4, Evaluation, was judged to have been met minimally with quantitative concerns. Standard 8, District Field Supervisors, was judged to have been met minimally with qualitative concerns. These judgments are based on the fact that while course and program evaluations occur every semester, a comprehensive system of program evaluation that informs program revision and development does not exist. There is no evidence of follow-up studies of graduates from all programs. In addition, there is inconsistency across programs in the orientation of master teachers and supervisors to their roles, resulting in variation in field placement expectations and experiences for candidates.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members for additional clarification. Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas, however, a few were not fully met. The team then discussed in detail each program standard that was less than fully met.

The team found that the Education Specialist Programs, including the Multiple Subject Concurrent Option, were of high quality. All standards were met except for Standards 17,

19, and 24 that were judged met minimally with qualitative concerns. Faculty acknowledged deficiencies in both standard areas and have begun to develop plans to rectify the deficiencies.

The Basic Cluster found that all the standards for the Multiple Subject and Single Subject Credential Programs with CLAD/BCLAD emphasis, Middle Level emphasis and Multiple Subject Internship were met except for Standards 9 and 21, which were judged to have been met minimally with qualitative concerns due to inconsistencies in university supervisors' observations and expectations, quality of feedback to student teachers, and summative assessment tools that do not reflect specific CLAD/BCLAD and Middle Level emphasis candidate competencies.

The Preliminary Administrative Services Credential program found all the program standards were met, with the exception of Standard 20 and 26, both met minimally with qualitative concerns, and Standard 30 which was met minimally with quantitative concerns.

After the discussion about the standards, the team discussed and then voted on the accreditation recommendation.

3. Overall Recommendation - The decision to recommend Accreditation with Technical Stipulations was, in part, based on team consensus that all Common Standards were met with the exception of Standard 4 and 8. Although some program standards were judged to have been met minimally with some concerns, there was consensus among the team members that the deficiencies are operational and administrative in nature. Furthermore, the team determined that the institution has programs of quality and effectiveness. Compensating strengths for the programs included consistent reports from employers that graduates were well prepared, competent, and effective. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation.

### **Team Membership**

**State Team Leader:** Emily Brizendine  
California State University, Hayward

### **Common Standards Cluster:**

Susan Tucker, NCATE Board of Examiners Chair  
University of Southern Alabama, Mobile

Mary Conley  
Highland Park Christian Academy, Maryland

Deena Sue Fuller  
Tennessee State University, Nashville

William R. Shriver  
Mount Vernon City Schools, Ohio

Patrick Tow  
Old Dominion University, Norfolk, Virginia

Jody Daughtry  
California State University, Fresno

Patricia Oyeshiku  
San Diego Unified School District

**Basic Credential Cluster:**

Jim Mahler  
California Lutheran University

Donna Marriott  
La Mesa-Spring Valley School District

Rodger Cryer  
Franklin-McKinley School District, San Jose

Sally Hurtado  
Sonoma State University

**Specialist Cluster:**

Athena Waite  
University of California, Riverside

Sue Craig  
Red Bluff Union High School District, retired

Melinda Medina Levin  
San Diego South County Special Education Local Plan Area

**Services Cluster:**

Alex Pulido  
California State University, Los Angeles

Barbara Melville  
Capistrano Unified School District

**DOCUMENTS REVIEWED**

University Catalog  
Institutional Self Study  
Course Syllabi  
Student Teaching Handbooks  
Follow-up Survey Results

Needs Analysis Results  
Program Information Booklets  
Candidate Files  
Master Teacher Handbooks  
Field Experience Notebooks

**INTERVIEWS CONDUCTED**

	Team Leader	Common Standards Cluster	Basic Cred. Cluster	Specialist Cluster	Services Cluster	<b>TOTAL</b>
Program Faculty		49	42	28	6	<b>125</b>
Institutional Administration	2	6	11	4	3	<b>26</b>
Candidates		30	321	99	17	<b>467</b>
Graduates		16	40	20	14	<b>90</b>
Employers of Graduates		3	12	2	7	<b>24</b>
Supervising Practitioners		12	17	17	0	<b>46</b>
Advisors		3	8	1	0	<b>12</b>
School Administrators		3	15	11	14	<b>43</b>
Credential Analyst	1	0	3	2	1	<b>7</b>
Diversity Committee		0	20	0	0	<b>20</b>
Distinguished Teachers in Residence		0	10	5	10	<b>25</b>
University Supervisors		0	18	4	18	<b>40</b>
Student Services		0	0	1	1	<b>2</b>
Library				1	2	<b>3</b>
Curriculum Committee				4	6	<b>10</b>

**TOTAL 940**

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.

**B. Committee on Accreditation Action**

- (1) The accreditation decision for California State University, San Marcos and all of its credential programs: **ACCREDITATION WITH TECHNICAL STIPULATIONS**

Following are the stipulations:

- That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, employers and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and should be applied to all credential program areas.
- That the institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should provide for effective role orientation and supervisory training so expectations are clearly understood.
- That the institution provide evidence of actions taken to address all program standards less than fully met.

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

- Administrative Services Credential  
Preliminary
- Multiple Subject Credential  
CLAD/BCLAD Emphasis (Spanish)  
CLAD/BCLAD Emphasis (Spanish) Internship  
Middle Level Emphasis
- Single Subject Credential  
CLAD/BCLAD Emphasis (Spanish)
- Education Specialist Credentials  
Preliminary Level I, including Internships  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Multiple Subject/Education Specialist Concurrent Option

- (2) Staff recommends that:

- The institution's response to the preconditions is accepted.
- California State University, San Marcos is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, San Marcos is placed on the schedule of accreditation visits for the **2004-2005** academic year, subject to the consent of the National Council for Accreditation of Teacher Education.

**Azusa Pacific University**  
**March 23-28, 2007**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendation pertaining to the accreditation status of Azusa Pacific University and 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 CTC Common Standards requirement. There was extensive cross-referencing to the CTC 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 decided as to whether the standard was met, not met, or met with areas of improvement or concern.
2. PROGRAM STANDARDS CUSTER: Team members reviewed the Multiple and Single Subject Programs – including internship, and Education Specialist Level I Mild/Moderate Program – including internship and Level II Mild/Moderate Program, Preliminary Administrative Services Program – including internship, Pupil Personnel Services Programs in School Counseling and School Psychology – including internship, Library Media Teacher Program and Health Services: School Nurse Program. Discussion of findings and appropriate input by individual team members and by the total merged team membership was held. 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 about the findings on the standards. All elements of the CCTC Common Standards were addressed within the context of the NCATE accreditation report. For the six NCATE standards, the team determined that all standards were met with the exception of Standard Six – Unit Governance and

Resources. For NCATE purposes, the standard was not met with four areas for improvement and for state purposes, the standard was met with a concern. For the remaining standards the team determined that for NCATE purposes, there were five areas for improvement identified. There was one standard met with concerns for the Multiple and Single Subject Internship Program and one standard met with concerns for the Library Media Services program.

Overall, the team agreed that the institution was providing strong programs of preparation and that even though some concerns were identified, the accreditation decision should be “Accreditation.”

### **Team Membership**

<b>State Team Leader:</b>	Shane Martin (Team Co-Chair) Loyola Marymount University
<b>NCATE Team Leader:</b>	Mary O. Dasovich (Team Co-Chair) Missouri
<b>NCATE Team Members:</b>	Karen S. Godfrey, Kansas (NCATE) Terri T. Takabayashi, Hawaii (NCATE) James E. Cramer, Kentucky (NCATE) Catherine M. O'Callaghan, New York (NCATE)
<b>State Team Members</b>	Jim A. Reidt, San Juan Unified School District (Common Standards)  Cathy Buell, San Jose State University (Common Standards)  Janet L. “JL” Fortson, Cluster Chair, Pepperdine University (Multiple Subject/Single Subject)  Philip Romig, Sacramento County Office of Education (Multiple Subject/Single Subject)  Mary K. McCullough, Loyola Marymount University (School Administration I, II)  Virginia Matus-Glenn (Education Specialist, Mild/Moderate)  Jo Ellen Misakian, Fresno Pacific University (Library Media)  Claudia T. Bays, CSU, Sacramento (School Nurse)

### **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**

	<b>Team Leader</b>	<b>Common Standards</b>	<b>MS/SS Credential</b>	<b>Ed. Spec. Credential</b>	<b>Total</b>
Program Faculty	9	21	14	7	<b>51</b>
Institutional Administration	7	11	7	8	<b>33</b>
Candidates	11	53	47	49	<b>160</b>
Graduates	9	21	31	43	<b>104</b>
Employers of Graduates	6	9	13	17	<b>45</b>
Supervising Practitioners	7	13	14	17	<b>51</b>
Advisors	7	6	7	21	<b>41</b>
School Administrators	5	7	9	17	<b>38</b>
Credential Analyst	4	5	6	4	<b>19</b>
Tech Support	3	4	5	2	<b>14</b>
Advisory Committee	5	7	6	5	<b>23</b>
				<b>TOTAL</b>	<b>579</b>

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 Azusa Pacific University and all of its credential programs:  
**ACCREDITATION**

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

- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Internship
- Single Subject Credential
  - Single Subject
  - Single Subject Internship

- Education Specialist Credentials
  - Preliminary Level I
  - Mild/Moderate Disabilities
  - Mild/Moderate Disabilities Internship
  - Professional Level II
  - Mild/Moderate Disabilities
- Library Media Teacher
- Administrative Services Credentials
  - Preliminary Administrative Services
  - Preliminary Administrative Services Internship
- Administrative Services Credentials
  - School Counseling
    - School Counseling Internship
    - School Psychology
    - School Psychology Internship
- Health Services: School Nurse Credential

(2) Staff recommends that:

- The institutions response to the preconditions is accepted.
- The institutions response to the preconditions is accepted.  
Azusa Pacific University is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Azusa Pacific University is placed on the schedule of accreditation visits for 2013-2014, according to the newly established schedule of accreditation for the National Council for Accreditation of Teacher Education and the Commission on Teacher Credentialing.

**San Francisco State University**  
**April 14-18, 2007**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with Substantive Stipulations**

**Rationale:**

The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of

the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of confidence in making judgements about the educator preparation programs offered by the institution.

The recommendations pertaining to the accreditation status of San Francisco 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, Adapted Physical Education Specialist, Reading Certificate and Reading/Language Arts Specialist, Education Specialist in Special Education – Mild/Moderate and Moderate/Severe – including internship; Visually Impaired, Physical and other Health Impairments, Deaf and Hard of Hearing, and Early Childhood Special Education (2) Services credential programs (Administrative Services including Preliminary, Preliminary Internship, Clinical and Rehabilitative Services, 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 with Substantive Stipulations was based on team consensus that the five of the six NCATE Standards were met, with ten identified areas for improvement for purposes of the NCATE report and the two of the six standards were met for purposes of the COA report with the other four standards met with concerns, 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 eleven of the unit's programs. Nine of the programs had Program Standards met with concerns or not met.

Following are the stipulations:

- That the unit provides evidence that leadership supports a clear vision for educator preparation and fosters cohesive management, including clear communication and articulation, lines of authority and responsibility both within and across the unit.
- That the unit provides evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.

- That the unit provides evidence that every program has a systematic fieldwork sequence that meets the program standards and that district and university field supervisors are carefully selected, trained, oriented, and assessed.
- That the unit provides evidence of actions taken to meet all program standards less than fully met.
- That the unit provides evidence that each program within the unit receives an equitable allocation of resources in relation to the student population it is required to serve. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and instruction.
- That the unit provides evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should include information about the credential program for which supervision is given, such as program philosophy and design, and how the courses in the program relate to the field work.
- That the unit develops a systematic approach to program implementation and evaluation across the unit.

### **Team Membership**

**State Team Leader:**            **Joel Colbert** (Team Co-Chair)  
Chapman University

**NCATE Team Leader**        **Brigitte G. Valesey** (Team Co-Chair and  
Common Standards Cluster Leader)  
Widener University

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

**Katherine E. Cummings** (NCATE Member)  
Western Michigan University

**Eric C. Stemle** (NCATE Member)  
Evanston High School

**Kelly W. Ryan** (NCATE Member)  
Jacksonville State University

**Donald Davis** (NCATE Member)  
Mobridge School District, South Dakota

**Stephen Christensen** (NCATE Member)  
Boise State University

**Iris Riggs** (CCTC/COA Member)  
California State University, San Bernardino

**Carl R. V. Brown** (CCTC/COA Member)

California State University, Stanislaus

**Basic Credential Cluster:**

**Reyes Quezada, (Cluster Leader)**  
University of San Diego

**Denise Fleming**  
California State University, East Bay

**David Tamori**  
Oroville High School

**Mary Humphreys**  
Buena Park School District

**Gloria Guzman-Johannesen**  
Cal Poly, Pomona

**Michele Britton Bass**  
Antioch University

**Pam Driscoll**  
Azusa Unified School District

**Jane Vogel**  
Independent Consultant

**Kathee Christensen**  
San Diego State University

**David Simmons**  
Ventura County Office of Education

**Services Credential Cluster:**

**Lori Kim, (Cluster Leader)**  
California State University, Los Angeles

**Cynthia Fernandes**  
Vasquez High School

**Christy Reinold**  
Lodi Unified School District

**Mark Fulmer**  
Kern County Superintendent of Schools

**Sharon Rogers**

Will C. Wood Middle School

## 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  
 Reports

## INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	<b>TOTAL</b>
Program Faculty	80	41	102	28	<b>251</b>
Institutional Administration	6	3	16	11	<b>36</b>
Candidates	57	2	192	58	<b>309</b>
Graduates	22	5	36	36	<b>99</b>
Employers of Graduates	13	2	28	18	<b>61</b>
Supervising Practitioners	28	8	28	18	<b>82</b>
Advisors	15	0	29	13	<b>57</b>
School Administrators	12	3	24	15	<b>54</b>
Credential Analyst	2	0	2	2	<b>6</b>
Tech Support	0	3	0	0	<b>3</b>
Advisory Committee	19	2	21	24	<b>66</b>
<b>TOTAL</b>					<b>1024</b>

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 San Francisco State University and all of its credential programs: **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS.**

Following are the stipulations:

- That the unit provides evidence that leadership supports a clear vision for educator preparation and fosters cohesive management, including clear communication and articulation, lines of authority and responsibility both within and across the unit.
- That the unit provides evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.
- That the unit provides evidence that every program has a systematic fieldwork sequence that meets the program standards and that district and university field supervisors are carefully selected, trained, oriented, and assessed.
- That the unit provides evidence of actions taken to meet all program standards less than fully met.
- That the unit provides evidence that each program within the unit receives an equitable allocation of resources in relation to the student population it is required to serve. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and instruction.
- That the unit provides evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should include information about the credential program for which supervision is given, such as program philosophy and design, and how the courses in the program relate to the field work.
- That the unit develops a systematic approach to program implementation and evaluation across the unit.

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
- Clinical Rehabilitative Services
  - Language, Speech and Hearing
  - Audiology
  - Orientation and Mobility
- Education Specialist Credentials

Preliminary Level I

Mild/Moderate Disabilities  
Mild/Moderate Disabilities Internship  
Moderate/Severe Disabilities  
Moderate/Severe Disabilities Internship  
Deaf and Hard of Hearing  
Early Childhood Special Education  
Physical and Health Impairments  
Visual Impairments

Professional Level II

Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Deaf and Hard of Hearing  
Early Childhood Special Education  
Physical and Health Impairments  
Visual Impairments

- Education Specialist Credentials
  - Multiple Subject
  - Multiple Subject Internship
  - BCLAD Emphasis (Spanish and Cantonese)
  
- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship
  
- Pupil Personnel Services Credential
  - School Psychology
  - School Psychology Internship
  
- Pupil Personnel Services Credential
  - School Social Work
  
- Reading and Language Arts Specialist Credential
  - Reading Certificate
  - Reading and Language Arts Specialist
  
- Single Subject Credential
  - Single Subject Credential
  - Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions be accepted

- San Francisco State University is permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Francisco State University is placed on the schedule of accreditation visits for the 2013-2014 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, Chico**  
**April 21-25, 2006**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with Technical Stipulations**

All of the recommended stipulations are for the Preliminary Administrative Services Credential Program:

1. That the institution send a letter to all candidates beginning coursework after August 1, 2006 notifying them that the program has not yet been approved by the Commission on Teacher Credentialing. Such notice must continue to be sent to any candidate admitted until full approval is achieved. A copy of the notification letter is to be sent to CTC staff.
2. That the institution successfully complete the review process for program approval under the new standards for the Preliminary Administrative Services Credential program.
3. That the institution provide a written report to Commission staff and team leader documenting a full plan of program assessment and implementation of said plan including candidate competence data, analysis, suggestions for program improvement arising from such analysis; and documentation that clinical experiences occur in diverse placements for all candidates (with individual documentation in student files prior to credential issuance).

**Rationale:**

The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of

confidence in making judgments about the educator preparation programs offered by the institution.

The recommendations pertaining to the accreditation status of California State University, Chico 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 [1] Teaching credential programs (Multiple Subject – including internship, Multiple Subject BCLAD Emphasis, Multiple and Single Subject Tri-Placement, Single Subject – including internship, Single Subject BCLAD Emphasis, Single Subject – Blended Physical Education, Adapted Physical Education Specialist, Agricultural Specialist, Reading Certificate and Reading/Language Arts Specialist, Library Media Teacher, Education Specialist in Special Education – Mild/Moderate and Moderate/Severe – including internship;) [2] Services credential programs (Preliminary Administrative Services, Pupil Personnel Services: School Psychology including Internship, Clinical Rehabilitative Services) reviewed all program areas. Discussion of findings and appropriate input by individual team members and by the total merged team membership was provided for each of the clusters. Following these discussions of each program reviewed the total team, including NCATE and state team member considered whether the program standards were met, met with concerns, or not met.
3. ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation with Technical Stipulations was based on team consensus that the six NCATE Standards were met, with five identified areas for improvement for purposes of the NCATE report. The six standards were fully met for purposes of the state team report and all elements of the CTC Common Standards were addressed and met within the context of the NCATE report. The team decided that all Program Standards were fully met for all program areas, with the exception of three credential programs. The Reading and Language Arts Credential program had two standards met with concerns, one at the certificate level and one at the specialist level. The Library Media Teacher Credential program had one program standard met with concerns. The Preliminary Administrative Services Credential program was in the review process for the new CTC Standards but had not yet completed that process and numerous standards were not fully met. Overall, however, the institution and its programs are of high quality and are producing graduates who are highly valued by employers.

### **Team Membership**

**State Team Leader:**

**Judith Greig** (Team Co-Chair)  
Notre Dame de Namur University

**NCATE Team Leader**      **Maureen Gillette** (Team Co-Chair and  
Common Standards Cluster Leader)  
Northeastern Illinois University

**NCATE/Common Standards Cluster:**

**Charles Love** (NCATE Member)  
University of South Carolina

**Deborah E. Bordelon** (NCATE Member)  
Nicholls State University

**Nancy Hallenbeck** (NCATE Member)  
Anne Sullivan Elementary, Sioux Falls, SD

**Eileen D. Akers** (NCATE Member)  
Jackson-Via Elementary, Charlottesville, VA

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

**Bettie Spatafora** (CCTC/COA Member)  
Moreno Valley Unified School District

**Teacing Credential Cluster:**

**Andrea Guillaume** (Cluster Leader)  
California State University, Fullerton

**Cindy Grutzik**  
Pacific Oaks College

**Glen Casey**  
California Polytechnic State University, San Luis Obispo

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

**Beth Bythrow**  
Los Angeles Unified School District

**Linda Smetana**  
California State University, East Bay

**Al Brandenburg**  
Saddleback Valley Unified School District (Retired)

**Services Credential Cluster:**

**Louise Adler** (Cluster Leader)  
California State University, Fullerton

**Barbara Wilson**  
California State Department of Education (Retired)

**Margaret Dee Parker**  
California State University, Dominguez Hills

**DOCUMENTS REVIEWED**

University Catalog	Portfolios
Institutional Self Study	Candidate Work Samples
Course Syllabi	Exit Surveys
Candidate Files	Assessment Data
Fieldwork Handbooks	Follow-up Survey Results
Course Materials	Electronic Exhibit Room
Information Booklets	
Field Experience Notebooks	
Schedule of Classes	
Advisement Documents	
Faculty Vitae	

**INTERVIEWS CONDUCTED**

	Team Leader	Common Stands. Cluster	Teaching Credential Cluster	Services Credential Cluster	<b>TOTAL</b>
Program Faculty	33	44	29	18	<b>124</b>
Institutional Administration	6	29	12	4	<b>53</b>
Candidates	13	48	76	56	<b>193</b>
Graduates	0	16	32	24	<b>72</b>
Employers of Graduates	0	13	18	14	<b>45</b>
Supervising Practitioners	0	21	43	12	<b>76</b>
Advisors	0	6	7	11	<b>24</b>
School Administrators	0	25	18	14	<b>57</b>
Credential Analyst	1	1	1	0	<b>3</b>
Tech Support	0	1	0	0	<b>1</b>
Advisory Committee	0	15	14	16	<b>45</b>

**TOTAL 691**

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, Chico and all of its credential programs:  
**ACCREDITATION WITH TECHNICAL STIPULATIONS**

All of the recommended stipulations are for the Preliminary Administrative Services Credential Program:

- a. That institution is to send a letter to all candidates beginning coursework after August 1, 2006 notifying them that the program has not yet been approved by the Commission on Teacher Credentialing. Such notice must continue to be sent to any candidate admitted until full approval is achieved. A copy of the notification letter is to be sent to CTC staff.
- b. The institution is to successfully complete the review process for program approval under the new standards for the Preliminary Administrative Services Credential program.
- c. The institution is to provide a written report to Commission staff and team leader documenting a full plan of program assessment and implementation of said plan including candidate competence data, analysis, suggestions for program improvement arising from such analysis; and documentation that clinical experiences occur in diverse placements for all candidates (with individual documentation in student files prior to credential issuance).

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

- Adapted Physical Education Specialist
- Agricultural Specialist
- Administrative Services  
Preliminary
- Clinical Rehabilitative Services  
Language Speech and Hearing
- Education Specialist (Special Education)  
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

- Library Media Teacher
- Multiple Subject Teaching
  - Multiple Subject
  - Multiple Subject Tri-Placement
  - BCLAD Emphasis (Spanish)
  - Multiple Subject Internship
- Pupil Personnel Services
  - School Psychology
  - School Psychology Internship
- Reading and Language Arts Specialist
  - Reading Certificate
  - Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Teaching
  - Single Subject
  - Single Subject – Blended Physical Education
  - Single Subject Tri-Placement
  - BCLAD Emphasis (Spanish)
  - Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions is accepted
- California State University, Chico is required to remove the stipulations listed above within one year of the date of this action.
- California State University, Chico is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Chico 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, Long Beach**  
**April 28-May 2, 2007**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report**

## **Team Recommendation: Accreditation**

### **Rationale:**

The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendations pertaining to the accreditation status of California State University Long Beach 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, Adapted Physical Education Specialist, Reading Certificate and Reading/Language Arts Specialist, Designated Subjects: Vocational Education and Adult Education, and Education Specialist in Special Education – Mild/Moderate and Moderate/Severe—including internship); (2) Services credential programs (Administrative Services including Preliminary, Preliminary Internship, Professional, Clinical and Rehabilitative Services, Pupil Personnel Services: School Psychology, School Social Work, 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 by 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 all six of NCATE Standards are met at the initial level and four of the six standards are met at the advanced level. All six of the standards are met for purposes of the COA report, all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards are met for the unit's programs. One of the programs has a Program Standard met with a concern.

## **Team Membership**

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

**NCATE Team Leader**       **Lelia Vickers** (Team Co-Chair and  
Common Standards Cluster Leader)  
North Carolina A & T State University

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

**Dennis E. Potthoff** (NCATE Member)  
University of Nebraska at Kearney

**Laverne A. Moore** (NCATE Member)  
McKinley High School, Hawaii

**Jack Rhoton** (NCATE Member)  
East Tennessee State University

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

**John Nagle** (CCTC/COA Member)  
University of the Pacific

### **Basic Credential Cluster:**

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

**Sally J. Botzler**  
Humboldt State University

**Dan Elliott**  
Azusa Pacific University

**Charles “Buck” Weber**  
Ivy Academia Charter Academy

**Brenda Steppes**  
Los Angeles Unified School District

**Peter Kopriva**  
Fresno Pacific University

**Jane Duckett**  
National University

**Walt Trojanowski**  
Azusa Unified School District

**Barbara Price**  
Coast Community College

**Services Credential Cluster:**

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

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

**Louis H. Shaup**  
Rialto Unified School District

**Laverne Aguirre-Parmley**  
Alum Rock Elementary School District

**Caron Mellblom**  
CSU, Dominguez Hills

**Mary Purucker**  
Santa Monica-Malibu Unified School District

**Janet Chang**  
San Jose City College

## 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 Reports Electronic exhibits
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## INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credentia 1 Cluster	Services Credentia 1 Cluster	<b>TOTAL</b>
Program Faculty	12	40	123	38	213
Institutional Administration	5	7	5	11	28
Candidates	11	41	313	157	522
Graduates	5	1	59	44	109
Employers of Graduates	4	2	30	31	67
Supervising Practitioners	0	0	51	40	91
Advisors	0	0	21	27	48
School Administrators	4	4	21	17	46
Credential Analyst	0	1	11	10	22
Tech Support	0	0	42	0	42
Advisory Committee	0	0	42	23	65
Staff	0	1	2	5	8
<b>Total</b>					<b>1261</b>

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

The accreditation decision for California State University, Long Beach and all of its credential programs: **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

- Clinical Rehabilitative Services  
Language, Speech and Hearing  
Audiology
- 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
- Library Media Credential
- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Internship
  - BCLAD Emphasis (Cantonese, Khmer, Korean, Mandarin, Spanish and Vietnamese)
- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship
- Pupil Personnel Services Credential
  - School Psychology
  - School Psychology Internship
- Pupil Personnel Services Credential
  - School Social Work
- Pupil Personnel Services Credential
  - Child Welfare and Attendance
- Reading and Language Arts Specialist Credential
  - Reading Certificate
  - Reading and Language Arts Specialist
- School Nurse Credential
- Single Subject Credential
  - Single Subject Credential
  - Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions is accepted.
- California State University Long Beach is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University Long Beach is placed on the schedule of accreditation visits for the 2013-2014 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 2006-2007**

## APPENDIX B

### Initial Program Accreditation Actions Taken by the Committee on Accreditation – 2006-2007

#### Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 2006-2007 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.

<b>A. Programs of Professional Preparation for the Administrative Services Credential</b>	
Azusa Pacific University	Preliminary Credential Preliminary Internship
California Baptist University	Preliminary Credential
California Polytechnic State University, San Luis Obispo	Preliminary Credential Preliminary Internship
California State University, Fullerton	Preliminary Credential
California State University, Bakersfield	Professional Credential
California State University, Dominguez Hills	Professional Credential
California State University, East Bay	Preliminary Credential Preliminary Internship Professional Credential
California State University, Fresno	Preliminary Credential
California State University, Fullerton	Professional Credential
California State University, Long Beach	Professional Credential
California State University, Los Angeles	Preliminary Credential Preliminary Internship Professional Credential
California State University, Northridge	Preliminary Credential Professional Credential
California State University, Sacramento	Preliminary Credential

<b>A. Programs of Professional Preparation for the Administrative Services Credential</b>	
	Preliminary Internship
California State University, San Marcos	Preliminary Credential
California State University, Stanislaus	Preliminary Credential Professional Internship
Chapman University	Professional Credential
Concordia University	Preliminary Credential
Loyola Marymount University	Professional Credential
Madera County Office of Education	Preliminary Credential
Mills College	Preliminary Credential Preliminary Intern
National University	Professional Credential Preliminary Credential Preliminary Internship
Notre Dame de Namur University	Preliminary Credential
Orange County Office of Education	Preliminary Credential
San Diego State University	Preliminary Credential Preliminary Internship
San Jose State University	Professional Credential Preliminary Credential Preliminary Internship
Santa Clara University	Preliminary Credential
University of California, Irvine	Preliminary Credential
University of LaVerne	Preliminary Credential Preliminary Internship
University of the Pacific	Professional Credential Preliminary Credential Preliminary Internship
University of Redlands	Professional Credential Preliminary Credential Preliminary Internship
University of San Diego	Professional Credential Preliminary Credential Preliminary Internship

<b>B. Programs of Professional Preparation for the Education Specialist Credential</b>	
Antioch University	Preliminary Level I Education Specialist Mild/Moderate Disabilities
California Baptist University	Preliminary Level I Education Specialist Mild/Moderate Disabilities with Internship Option 1
California Lutheran University	Preliminary Level I Specialist Deaf and Hard of Hearing
California State University, Northridge	Preliminary Level I Specialist Early Childhood Special Education Internship Option II
Claremont Graduate University	Preliminary Level I Specialist Moderate/Severe Disabilities with Internship Option I

Fresno Pacific University	Preliminary Level I Education Specialist Early Childhood Education Special Education Preliminary Level I Education Specialist Early Childhood Education Special Education Internship Option I
Los Angeles Unified School District	Mild/Moderate Disabilities District Internship Option 1
Mount St. Mary's College	Preliminary Level I Education Specialist Mild/Moderate Disabilities with Internship Option I
National Hispanic University	Preliminary Level I Education Specialist Mild/Moderate Disabilities Preliminary Level I Education Specialist Mild/Moderate Disabilities Intern
Pacific Oaks College	Preliminary Level I Education Specialist Mild/Moderate Disabilities with Internship Option I
Saint Mary's College	Preliminary Level I Education Specialist Mild/Moderate Disabilities with Internship Option I Preliminary Level I Education Specialist Moderate/Severe Disabilities with Internship Option I
San Joaquin County Office of Education	Education Specialist District Intern Credential Program: Early Childhood Special Education Preliminary Level I Education Specialist Early Childhood Special Education with Internship Option II
San Jose State University	Preliminary Level I Education Specialist Deaf and Hard of Hearing with Internship Option I Preliminary Level I Education Specialist Early Childhood Special Education with Internship Option I
University of San Diego	Preliminary Level I Education Specialist Deaf and Hard of Hearing Internship Option I

**C. Programs of Professional Preparation for the Multiple and Single Subject Credentials – SB 2042 Program Review**

CSU, Channel Islands	Multiple Subject BCLAD Program
UCLA Education Extension	Single Subject Internship
Whittier College	Single Subject Credential Program Single Subject Internship

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

California State University, East Bay	School Counseling Internship
California State University, San Bernardino	School Counseling Internship
California State University, Stanislaus	School Counseling Internship
Loyola Marymount University	School Counseling Internship
Phillips Graduate Institute	School Counseling Internship
University of California, Los Angeles	School Social Work Child Welfare and Attendance

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

Pacific Union College	Fifth Year of Study
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<b>F. Programs of Professional Preparation for the Special Teaching Authorization in Health</b>	
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California State University, Fresno	School Nurse Preparation Program
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<b>G. Reading Language Arts Specialist Credential</b>	
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University of California, Los Angeles	Reading Language Arts Specialist
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University of Redlands	Reading Certificate
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University of Southern California	Reading Certificate
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