



**FIFTH ANNUAL
ACCREDITATION REPORT**

To the
**CALIFORNIA COMMISSION ON
TEACHER CREDENTIALING**

By the
COMMITTEE ON ACCREDITATION

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

**By the Committee
on Accreditation**

**Professional Services Division
Commission on Teacher Credentialing
Sacramento, California
August 2000**

Fifth Annual Accreditation Report to the Commission by the Committee on Accreditation

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COMMISSION ON TEACHER CREDENTIALING

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COMMITTEE ON ACCREDITATION
(916) 327-2967

June 30, 2000

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 *Fifth 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 2000-2001.

1999-2000 was the third 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 more comprehensive understanding of its work and has taken steps to enhance its procedures.

The Committee now looks forward to its fourth full year with operational responsibilities in 2000-2001. We have had a successful year and are confident that we have maintained the high standards set by the Commission. This report provides evidence of our preparation and our confidence.

Sincerely,

Randall Souviney
Committee Co-Chair

Susan Seamans
Committee Co-Chair

The Committee on Accreditation

June 2000

California Commission on Teacher Credentialing Sacramento, California

- **Anthony Avina**, Superintendent
Whittier Union High School District
- **Bonnie Maspero**, Administrator
Educational Services
Norwalk-La Mirada Unified Sch. Dist.
- **Carol Barnes**, Systemwide Assoc.
Director, CalStateTEACH &
Professor of Teacher Education
California State University, Fullerton
- **Susan Seamans**, COA Co-Chair
Coordinator, BTSA Program
Tehama County Dept. of Education
- **Diane Cordero de Noriega**, Provost
California State University,
Monterey Bay
- **Randall Souviney**, COA Co-Chair
Director, Teacher Educ. Program
University of California, San Diego
- **Sandy Fleishman**, Teacher
Yerba Buena Elementary School
Las Virgenes Unified School District
- **Catherine Sumpter**, Principal
Bret Harte Middle School
Los Angeles Unified School District
- **Irvin Howard**, Professor
School of Education
Calif. State University, San Bernardino
- **Sue Teele**, Director
Education Extension
University of California, Riverside
- **Kim Lindley**, Director
Staff Development
Capistrano Unified School District
- **Sally Thomas**, Director
Teacher Education Internship Program
Claremont Graduate University

Committee Support Staff (California Commission on Teacher Credentialing)

- **Mary Vixie Sandy**, Interim Director, Professional Services Division
- **Lawrence Birch**, Administrator of Accreditation, Professional Services Division
- **Philip A. Fitch**, Consultant, Professional Services Division
- **Dennis Tierney**, Consultant, Professional Services Division
- **Sara Swan**, Analyst, Professional Services Division
- **Angela Velasco**, Secretary, Professional Services Division

Section I. Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation. In addition, information is provided about the meetings of the COA and its presentations during the year. Finally, the meeting schedule and proposed workplan for 2000-2001 are provided.

(1) Election of Co-Chairs for 1999-2000

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 1999, the Committee elected Randall Souviney and Susan Seamans to serve as Co-Chairs during the 1999-2000 accreditation cycle.

(2) Committee Meetings During 1999-2000

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 1999-2000, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

August 26, 1999	Commission Offices, Sacramento, CA
October 27-28, 1999*	Shelter Pointe Hotel, San Diego, CA
January 20-21, 2000	Commission Offices, Sacramento, CA
March 22-23, 2000*	Hotel De Anza, San Jose, CA
April 27-28, 2000	Commission Offices, Sacramento, CA
May 25-26, 2000	Commission Offices, Sacramento, CA
June 29-30, 2000	Commission Offices, Sacramento, CA

* These meetings were held in conjunction with the Fall and Spring Conferences, respectively, of the California Council on the Education of Teachers, State of California Association of Teacher Educators and California Association of Colleges of Teacher Education.

(3) Presentations by the Committee on Accreditation

The Committee continued to make presentations about its activities, in order to make accurate accreditation information available to the education community. The Committee sought opportunities to present its work at appropriate occasions. In 1999-2000, the Committee made presentations at the following events.

California Council on the Education of Teachers, October, 1999
Credential Counselors and Analysts of California, October, 1999
California Council on the Education of Teachers, March, 2000

In addition to these presentations, the Committee on Accreditation has also taken advantage of the web-site operated by the California Commission on Teacher Credentialing. There is a separate "web page" devoted to accreditation activities and documents.

(4) Schedule of Committee Meetings for 2000-2001

In order to fulfill its responsibilities and accomplish its workplan for 2000-2001, the Committee on Accreditation has adopted a schedule of meetings for the 2000-2001 accreditation cycle.

August 23, 2000	Commission Offices, Sacramento, CA
October 25-26, 2000*	Shelter Pointe Hotel, San Diego, CA
January 18-19, 2001	Commission Offices, Sacramento, CA
March 28-29, 2001*	Hotel DeAnza, San Jose, CA
April 26-27, 2001	Commission Offices, Sacramento, CA
May 24-25, 2001	Commission Offices, Sacramento, CA
June 28-29, 2001	Commission Offices, Sacramento, CA

* To be held in conjunction with the Fall and Spring Conferences of the California Council on the Education of Teachers, State of California Association of Teacher Educators and California Association of Colleges of Teacher Education.

Section II. Accomplishment of the Committee's Workplan in 1999-2000

On August 26, 1999, the Committee on Accreditation adopted its workplan for 1999-2000. The Committee's elected Co-Chairs presented this workplan to the Commission one month later. The nine items that follow represent the key elements of the 1999-2000 workplan for the Committee on Accreditation. They include a detailed explanation of each task and its current status.

Task 1 Monitor the Evaluation of the *Accreditation Framework*

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The Commission and the Committee on Accreditation developed a plan for the evaluation and a Request for Proposals was approved by the Commission. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The COA and Commission staff are assisting in the gathering of data and monitoring the progress of the evaluation. Reports will be made to the COA and the Commission in the Fall of 2000, Spring of 2001 and Spring of 2002 with the final report due by December 2002.

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

A Partnership Agreement is in effect with the National Council for the Accreditation of Teacher Education (NCATE). As part of the further implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with national professional education organizations over the past three years. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee is required to monitor the ongoing implementation of these agreements and evaluate their effectiveness.

In August 1999, the COA approved a plan for five comparability studies of selected national program standards with Commission approved program standards and/or accreditation procedures. These included studies in the following credential areas: reading/language arts, pupil personnel services, library media, deaf and hard-of-hearing, and special education. During the 1999-2000 year, the special education study was completed by the Special Education Team of the Reciprocity Task Force. The remaining comparability studies will be conducted in the 2000-2001 year.

In January 2000, the COA adopted the findings of the Special Education Team of the Reciprocity Task Force regarding the comparability of state and national standards in special education. The Special Education Team found the following Council on Exceptional Children (CEC) standards to be comparable to the Commission's Special Education Standards in the following credential areas for level I:

- Mild/Moderate
- Moderate/Severe
- Physical and Health Impairments
- Visual Impairments
- Early Childhood Special Education

The COA also affirmed an earlier decision to substitute the on-site accreditation visits of ASHA when requested by a California institution and when the ASHA visit is within the COA adopted time frame.

Task 3 Review and Initial Accreditation of New Credential Programs

This is one of the ongoing tasks of the Committee on Accreditation. The Committee has developed procedures to govern 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 are not given initial accreditation until the reviewers have determined that all of the Commission’s program standards are met.

During the 1999-2000 year, the following number of programs were given initial accreditation:

Non-University Professional Development Programs for the Professional Administrative Services Credential	2
Education Specialist Credential and Clinical Rehabilitative Services Credential Programs	31
Adapted Physical Education Credential Programs	5
Reading Certificate Programs	6
Reading and Language Arts Specialist Credential Programs	2
Multiple Subject Credential Programs for the Accreditation Pilot Project	4
Blended Programs of Undergraduate Teacher Preparation	9
Multiple and Single Subject CLAD/BCLAD Emphasis Credential Programs and Internship Programs	16
Health Services (School Nurse) Credential Programs	2
Special Teaching Authorization in Health	1
Library Media Services Credential Programs	1
Pupil Personnel Services Credential Programs	7

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

Task 4 Professional Accreditation of Institutions of Postsecondary Education and their Credential Preparation Programs

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task continues to make up the major portion of the March through June agendas of the Committee on Accreditation. During the 1999-2000 year, there were fifteen accreditation visits to colleges and universities and two accreditation visits to district internship programs. A total of 189 accreditation team members participated in the visits. Following is the list of institutions and the accreditation status given by the Committee on Accreditation.

1999-2000 Accreditation Visits

Institution	Accreditation Decision
California Baptist University	Accreditation
California Lutheran University	Accreditation with Substantive Stipulations
California State University, Fresno	Accreditation
California State University, San Marcos	Accreditation with Technical Stipulations
Chapman University	Accreditation
Concordia University	Accreditation with Technical Stipulations
The Master's College	Accreditation with Technical Stipulations
Occidental College	Accreditation
Pacific Union College	Accreditation
Pepperdine University	Accreditation
Point Loma Nazarene University	Accreditation with a Substantive Stipulation

San Francisco State University	Accreditation with a Technical Stipulation
University of California, Berkeley	Accreditation with a Technical Stipulation
University of California, Los Angeles	Accreditation
University of California, Santa Cruz	Accreditation
District Internship Program	Accreditation Decision
Los Angeles Unified School District	Accreditation with Substantive Stipulations
Ontario-Montclair School District	Accreditation with Substantive Stipulations

A more detailed report of each accreditation visit is included in Appendix A. For each institution, 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.

In addition to the above accreditation visits, the Committee on Accreditation received follow-up information from the seven institutions that received stipulations in the 1998-99 accreditation cycle, and one institution that had a stipulation remaining from the 1997-98 cycle. This included five focused accreditation re-visits. Actions were taken to remove stipulations, approve the withdrawal of programs and to change the accreditation status of institutions, based upon the removal of stipulations. A summary of these accreditation actions is included in Appendix C.

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. During the 1999-2000 year, the COA reviewed the accreditation decision options available for use in the accreditation process. On the basis of experience with accreditation reports over the prior two years, the Committee expanded the category of “Accreditation with Stipulations” to include “Accreditation with Probationary Stipulations” in addition to “Accreditation with Substantive Stipulations” and “Accreditation with Technical Stipulations.”

Task 6 Maintain Public Access to the Committee on Accreditation

The Committee made a formal presentation at the annual conference of the California Credential Analysts and scheduled its October and March meetings in conjunction with the Fall and Spring conferences of the California Council on the Education of Teachers. The Committee continued to seek opportunities to make presentations to professional organizations. Written materials/publications were developed when possible to carry this task forward. Individual committee members were available to assist in the process. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website.

Task 7 Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation

The Committee believes that the work of the SB 2042 Advisory Panel will have significant implications for its work in accreditation. Thus, the Committee was regularly apprised of the progress of the panel throughout the year. The Committee also received reports on legislation, the Beginning Teacher Support and Assessment Program (BTSA), the pilot accreditation project (AB 2730 - Mazzone), and the reciprocity study (AB 1620 - Scott).

Task 8 Preparation and Presentation of COA Reports to the Commission

The Committee on Accreditation presented its Fourth Annual Accreditation Report to the California Commission on Teacher Credentialing at its September 1999 meeting. The presentation of the Fifth Annual Accreditation Report is scheduled for presentation at the September 2000 Commission meeting.

Task 9 Other Required Elements of the *Accreditation Framework* - Election of Co-Chairs, Adopt Meeting Schedule, Orient 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. In August 1999, the Co-Chairs were elected. The 1999-2000 schedule of meetings was adopted in May 1999. The orientation of members to be selected in July 2000 will be conducted prior to the August 2000 COA meeting.

During the 1999-2000 year, the Committee reviewed, updated, added to and adopted the COA Procedures Manual. The revised manual was adopted by the Committee at its June 2000 meeting.

Section III. Proposed Workplan for the Committee in 2000-2001

The items that follow represent the key elements of the 2000-2001 workplan for the Committee on Accreditation. As the Committee is fully involved in the implementation phase of the accreditation system, ongoing tasks make up a major part of the work and the oversight of the COA, rather than the development of policies and procedures. The nature of the workplan has gradually shifted in that direction over the past two years.

Task 1 Monitor the Evaluation of the *Accreditation Framework*

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The COA and Commission staff will be assisting in the gathering of data and monitoring the progress of the evaluation. Reports will be made to the COA and the Commission in the Fall of 2000, Spring of 2001 and Spring of 2002 with the final report due by December 2002.

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

A Partnership Agreement is in effect with the National Council for the Accreditation of Teacher Education (NCATE). The partnership must be renewed in October 2001. The required steps for the review and modification of the partnership with NCATE will be undertaken. The COA will review the Protocol for the Partnership Agreement and consider appropriate modifications. The NCATE 2000 unit standards will be reviewed in order to determine their comparability with the California Common Standards adopted by the Commission. The standards for the NCATE Specialized Professional Associations will be studied for comparability with California Program Standards. A draft of the application for the renewal will be prepared during the upcoming accreditation cycle.

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with national professional education organizations over the past three years. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee is required to monitor the ongoing implementation of these agreements and evaluate their effectiveness.

According to the plan for comparability studies of selected national program standards adopted in August 1999 by the COA, studies will be completed in the following credential areas: reading/language arts, pupil personnel services, library media, and deaf and hard-of-hearing. Some of these studies may coincide with those mentioned in the review of NCATE Specialized Professional Associations.

Task 3 Review and Initial Accreditation of New Credential Programs

This is one of the ongoing tasks of the Committee on Accreditation. The Committee has developed procedures to govern 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 are not given initial accreditation until the reviewers have determined that all of the Commission's program standards are met.

Task 4 Professional Accreditation of Institutions of Postsecondary Education and their Credential Preparation Programs

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task continues to make up the major portion of the March through June agendas of the Committee on Accreditation. During the 2000-2001 year, there will be twelve accreditation visits to colleges and universities and two accreditation visits to district internship programs. The following is a list of institutions and district internship programs to be visited.

Institutional Reviews

Azusa Pacific University *
California State University, Bakersfield *
California State University, Fullerton *
California State University, Long Beach *
Claremont Graduate University
Hope International University
La Sierra University
New College of California
Pacific Oaks College
University of California, Davis
University of California, Irvine
University of California, San Diego
* Merged COA/NCATE Visit

District Internship Reviews

Compton Unified School District
San Benito Unified School District

In addition to the above accreditation visits, the Committee on Accreditation will continue to receive follow-up information from the nine institutions/districts who received stipulations in the 1999-2000 accreditation cycle, including four re-visits. Actions will be taken to remove stipulations, approve the withdrawal of programs and

to change the accreditation status of institutions, based upon the removal of stipulations.

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. A complete revision of the *Accreditation Handbook* will be prepared during the 2000-2001 year.

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

The Committee will continue to seek opportunities to make presentations to professional organizations. Written materials/publications will be developed when possible to carry this task forward. Individual committee members will be available to assist in the process. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website.

Task 7 *Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation*

The Committee believes that the work of the SB 2042 Advisory Panel will have significant implications for its work in accreditation. Thus, it will be regularly receiving reports of the panel's activities. The Committee will also be receiving information about other Commission activities related to accreditation issues.

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

Each year the Committee on Accreditation presents its annual report to the California Commission on Teacher Credentialing at its August or September meeting. Interim reports to the Commission will be made as needed.

Task 9 *Other Required Elements of the Accreditation Framework - Election of Co-Chairs, Adopt Meeting Schedule, Orient 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. In the process of the ongoing accreditation reports and discussions, the Committee is conducting an on-going review of the Accreditation process. As a result of those discussions, the Committee modifies and adopts accreditation procedures, as necessary.

Section IV. Analysis of 1999-2000 Accomplishments

The 1999-2000 year was important in the life of the Committee on Accreditation. After two full years of receiving accreditation team reports and making accreditation decisions (1997-1998 and 1998-1999), the Committee reflected at a number of its meetings about ways to improve the accreditation decision-making process. The Committee decided to continue a practice initiated during its first year, of devoting part of each meeting to a de-briefing discussion of the accreditation decision-making process, after action was taken on each institution. The discussions have continued to be very helpful to the Committee in “fine tuning” the accreditation procedures. As a result, the COA has incorporated a number of refinements in the accreditation decision-making process.

The Committee has had a successful year in its third year of full accreditation decision-making responsibility. In addition to hearing and acting upon seventeen accreditation team reports, the COA made initial accreditation decisions for 86 professional preparation programs, mostly in special education, multiple and single subject and school administration. The Committee was responsible for conducting a training session for new members of the Board of Institutional Reviewers. In summary, the Committee on Accreditation has accomplished its workplan, and looks forward to continuing to exercise its authority as defined in the *Accreditation Framework*.

APPENDIX A

**Continuing Accreditation Decisions Made by the
Committee on Accreditation Based Upon Institutional
Site Visits Conducted
1999-2000**

APPENDIX A

Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Institutional Site Visits Conducted 1999-2000

Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 1999-2000 academic year, based upon team site visits. Accreditation visits were conducted for fifteen institutions and two district internship programs. The institutions are listed in alphabetical order, followed by the district internship programs. The accreditation information is presented in two parts as follows:

- Accreditation team report information, including the accreditation team recommendation and the rationale for the recommendation, the team membership, and a summary of the documents reviewed and the interviews conducted.
- Committee on Accreditation action, including the Committee's accreditation decision, a list of credentials for which an institution or district internship program is authorized to recommend its candidates, any stipulations given by the Committee on Accreditation, and the date of the next accreditation visit.

California Baptist University April 3 - 6, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon a thorough review and discussion of the common standards and program standards.

Team Membership

Team Leader:

Ed Kujawa
University of San Diego

Common Standards:

John Yoder
Fresno Pacific University

Basic Credential Cluster:

Doug Robinson, Cluster Leader
Simi Valley Unified School District

Bernard Strickmeier
California Polytechnic State University

Carol Whitmer
Simpson College

Robert O'Connor
ABC Unified School District

Advanced Credential Cluster:

Dreda Lutz, Cluster Leader
Glendale Unified School District

Bill Oudegeest
Oakdale Joint Unified School District

Beth Brennan
St. Mary's College of California

Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
21	Program Faculty	X	Catalog
4	Institutional Administration	X	Institutional Self Study
148	Candidates	X	Course Syllabi
57	Graduates	X	Candidate Files
10	Employers of Graduates	X	Fieldwork Handbook
26	Supervising Practitioners	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis Results
15	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
1	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae
		X	WASC Report

B. Committee on Accreditation Action

1. The decision for California Baptist University is **ACCREDITATION**.

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

- Multiple Subject Credential
CLAD Emphasis
- Single Subject Credential
CLAD Emphasis
- Education Specialist Credential
Level I Mild/Moderate
- Administrative Services Credential
Preliminary

2. In addition:

- The institution's response to the preconditions is accepted.

- California Baptist University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - California Baptist University will be placed on the schedule of accreditation visits for the 2005-2006 academic year.
3. The institution is requested to provide a voluntary written response to the questions raised in relation to the concerns listed under Common Standard 2 and Common Standard 4.

California Lutheran University
November 14-17, 1999

A. Accreditation Team Report Information

Team Recommendation: Accreditation with Substantive Stipulations

Rationale

The unanimous recommendation of the accreditation team for Accreditation with Substantive Stipulations was based on a thorough review of the self study documentation presented to the team, additional information in the form of exhibits, extensive interviews with campus and field-based personnel, and additional information requested from administrators during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The recommendation was based on the following:

Common Standards:

Four of the Common Standards were judged to have been met, three of the Common Standards were judged to have been met with "Quantitative Concerns" and one Common Standard was with "Qualitative Concerns." The team provides further information in the Common Standards responses for the need for resources for education facilities and faculty salaries, professional development opportunities for faculty, the lack of an evaluation system for the "conceptual framework" of the unit and for the full implementation of admission procedures.

Program Standards:

The merged team found that all Program Standards were met for all credential programs. Concerns for program coordination, select admissions procedures and resources for the programs were stated in the Common Standards responses.

Team Membership

Co-Chairs:

Randall Lindsey - COA
University of Redlands

Betty Bowers - BOE
South Dakota

Common Standards:

Jim Reidt
San Juan Unified School District

Juan Aninao - COA
San Francisco State University

Viviana Lopez - BOE
Texas

Julie Rainer - BOE
Florida

Herbert Owens - BOE
South Carolina

Gwen Trotter - BOE
Indiana

Basic Credential Cluster:

Janet (JL) Fortson
Pepperdine University

Pat Sako Briglio
Bassett Unified School District

Michael Kotar
California State University, Chico

Janet Bonney
Sweetwater Union High School District

Advanced Studies Cluster:

Gary Hoban
National University

Barbara Wilson
California Department of Education

Herbert Bonds
Porterville College District

Data Sources

	INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
33	Program Faculty	X	Catalog
9	Institutional Administration	X	Institutional Self Study
121	Candidates	X	Course Syllabi
38	Graduates	X	Candidate Files
18	Employers of Graduates	X	Fieldwork Handbook
26	Supervising Practitioners	X	Follow-up Results
13	Advisors	X	Needs Analysis Results
38	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
5	Advisory Committee	X	Schedule of Classes
2	Placement Staff	X	Advisement Document
		X	Faculty Vitae
		X	Other: Five-Year Budget Plan

B. Committee on Accreditation Action

1. The decision for California Lutheran University and all of its credential programs is **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- That the University provide evidence of policies and a plan to encourage the admission of students from under-represented groups and to recruit faculty who reflect cultural and linguistic diversity in order to better respond to the multicultural, multilingual public school region that it serves.
- That the University provide evidence that sufficient resources are being allocated to improve the facilities for the School of Education, to recruit and retain faculty and to increase faculty professional development.

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

- Administrative Services Credential
Preliminary
Professional
- Education Specialist Credential
Preliminary Level I and Professional Level II
Mild/Moderate with Internship
Moderate/Severe with Internship

- Multiple Subject Credential
CLAD/BCLAD Emphasis (Spanish) with Internship
 - Pupil Personnel Services Credential
School Counseling
Child Welfare and Attendance
 - Single Subject Credential
CLAD/BCLAD Emphasis (Spanish) with Internship
2. California Lutheran University is required to provide evidence to Commission staff and the team leader about the actions taken to respond to the substantive stipulations stated above within one year of the date of this action.
 3. In addition:
 - The institution's responses to the preconditions is accepted.
 - California Lutheran University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - California Lutheran University will be placed on the schedule of accreditation visits for the 2004-2005 academic year for a merged COA/NCATE visit.

California State University, Fresno
March 25-29, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The team used a consensus model to reach all decisions and recommends Accreditation. The team reached this decision after reviewing the Institutional Self Study Report and additional supporting documents available during the visit; and conducting interviews with administrators, faculty, staff, students, local school personnel and other individuals professionally associated with the unit. The process is described below:

1. Common Standards - The entire team reviewed each standard one-by-one and determined that all of the Common Standards were fully met.
2. Program Standards - The Cluster Leaders were assisted by the cluster members to provide additional clarification as they presented their findings about the program standards. 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.

In the Early Childhood Specialist Credential, one standard was met minimally with qualitative concerns.

The team found that the Administrative Services Programs are generally well-regarded in the field. All standards were fully met for the Professional Level program. All standards were met in the Preliminary level program, however four were met minimally with qualitative concerns. The team concluded that these findings did not affect the overall accreditation recommendation.

All other program standards were fully met. After the discussion about the standards, the team discussed and reached consensus on the accreditation recommendation.

3. Overall Recommendation - The Team's decision to recommend Accreditation, was in part, based on the fact that all Common Standards were fully met. Furthermore, even though four standards in one credential area and one in another program area were met minimally, the team determined that there were compensating strengths in both program areas and that a stipulation should not be placed on the institution. Compensating strengths for these two programs were reported by employers and graduates. The team concluded that all credential programs were strong, effective and generally of high quality. Therefore, the team decided that the overall evidence clearly supported the accreditation recommendation.

Team Membership

Team Leader:
(Visit Co-Chair)

Kathleen Cohn
California State University, Long Beach

Common Standards Cluster:
(Visit Co-Chair)

Jack Maynard, Cluster Leader
University of Michigan, Flint

Bertha Miller
Fayetteville State University (North Carolina)

Sandra Brothers
University of Central Oklahoma

George Ann Rice
Clark County School District (Nevada)

Billie Blair
California State University, Dominguez Hills

Honoruth Finn
Gilroy Unified School District (Retired)

Basic Credential Cluster:

Sally Botzler, Cluster Leader
Humboldt State University

Candace Kay
California State University, Long Beach

Carolyn Csongradi
San Mateo Union High School District

Penny Roberts
California State University, Long Beach

Bill Kellog
California State Polytechnic University,
San Luis Obispo

Joe Schieffer
California State University, Northridge (Retired)

Specialist Credential Cluster:

Marquita Grenot-Scheyer, Cluster Leader
California State University, Long Beach

Sharon Jarret
Los Angeles Unified School District

Kathy Burns-Jepson
Fremont Unified School District

Services Credential Cluster I:

Louise Adler, Cluster Leader
California State University, Fullerton

Bruce Baron
Irvine Unified School District

Brent Duncan
Humboldt State University

Clifford Cole
Orange Unified School District (Retired)

Services Credential Cluster II:

Joyce Renge, Cluster Leader
Los Angeles County Office of Education

Deanna Bowers
Office of San Bernardino County Superintendent
of Schools

Data Sources

DOCUMENTS REVIEWED

University Catalog	School District Demographic Summaries
Institutional Self Study	University Publications
Course Syllabi	Program Flyers
Candidate Files	Videotape Presentation
Fieldwork Handbooks	Textbooks
Follow-up Survey Results	Advisory Committee Minutes
Needs Analysis Results	Student Work Samples
Information Booklets	Grant Applications and Information
Field Experience Notebooks	
Schedule of Classes	
Advisement Documents	
Faculty Vitae	
Log of Clinic Hours	

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. I Cluster	Services Cred. II Cluster	TOTAL
Program Faculty	3	31	46	15	46	17	158
Institutional Administration	4	18	5	9	4	8	48
Candidates	5	82	200	21	165	45	518
Graduates	3	28	50	5	74	14	174
Employers of Graduates	2	16	16	5	36	9	84
Supervising Practitioners		12	30	4	60	9	115
Advisors		15	7	7	1	2	32
School Administrators		10	20	7	38	6	81
Credential Analysts		5	8	2	1	1	17
Advisory Committee		9	20	10	13	9	67
							TOTAL 1294

Note: In some cases, individuals or groups were interviewed by more than one cluster or team member because of multiple roles or having both common standards cluster members and program standards cluster members participate in the interview. 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, Fresno is **ACCREDITATION**.

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

- Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
- Agricultural Specialist Credential
- Clinical Rehabilitative Services Credential
 - Language Speech and Hearing
 - Special Class Authorization
- Early Childhood Specialist Credential
- Education Specialist Credentials - Preliminary Level I and Professional Level II
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities Internship
 - Moderate/Severe Disabilities
 - Moderate/Severe Disabilities Internship
 - Deaf and Hard of Hearing
- Health Services/School Nurse Credential
- Multiple Subject Credential
 - CLAD/BCLAD Emphasis (Spanish, Hmong)
 - CLAD/BCLAD Emphasis (Spanish, Hmong) Internship
 - Early Childhood/CLAD Emphasis
- Pupil Personnel Services
 - School Counseling
 - School Psychology
 - School Psychology Internship
 - School Social Work
 - Child Welfare and Attendance
- Reading and Language Arts Specialist Credential
- Resource Specialist Certificate
- Single Subject Credential
 - CLAD Emphasis
 - CLAD Emphasis Internship

2. In addition:
 - The institution's response to the preconditions is accepted.
 - California State University, Fresno is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - California State University, Fresno will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

**California State University, San Marcos
February 19-23, 2000**

A. Accreditation Team Report Information

Team Recommendation: Accreditation with Technical Stipulations

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

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

Data Sources

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Student Teaching Handbooks
Follow-up Survey Results
Schedule of Classes
Faculty Vitae

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

INTERVIEWS CONDUCTED

	Team Leader	Common Standards Cluster	Basic Cred. Cluster	Specialist Cluster	Services Cluster	TOTAL
Program Faculty		49	42	28	6	125
Institutional Administration	2	6	11	4	3	26
Candidates		30	321	99	17	467
Graduates		16	40	20	14	90
Employers of Graduates		3	12	2	7	24
Supervising Practitioners		12	17	17	0	46
Advisors		3	8	1	0	12
School Administrators		3	15	11	14	43
Credential Analyst	1	0	3	2	1	7
Diversity Committee		0	20	0	0	20
Distinguished Teachers in Residence		0	10	5	10	25
University Supervisors		0	18	4	18	40
Student Services		0	0	1	1	2
Library				1	2	3
Curriculum Committee				4	6	10
TOTAL						940

B. Committee on Accreditation Action

1. The decision for California State University, San Marcos is **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 decision, 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. California State University, San Marcos is required to provide evidence to the Commission staff and the team leader about the actions taken to respond to the technical stipulations noted above within one year of the date of this action.
 3. In addition:
 - The institution's response to the preconditions is accepted.
 - California State University, San Marcos is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - California State University, San Marcos will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Chapman University
April 2-6, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, graduates, local school personnel and other individuals professionally associated with the institution. The decision was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon. All Common Standards were judged to have been met, however, standards two and four were judged to have been met minimally.
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 Multiple and Single Subject Programs, Pupil Personnel Services Programs in School Counseling and School Psychology, and Administrative Services Programs. In the Education Specialist Credential, all standards were met, except that standard 18, was judged to have been met minimally.
3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards were met, with two having been met minimally. The team further determined that there were numerous compensating strengths in the School of Education and that a stipulation should not be placed on the institution. Compensating strengths included consistent reports from employers across the state that graduates were well prepared, competent, and effective. The team concluded that all credential programs, across the state, were effective and generally of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although the team identified some few areas of concern in this report, the overall quality of the programs is good, and the University is demonstrating a commitment to continuous improvement.

Team Membership

Team Leader:

Randall Lindsey
University of Redlands

Common Standards Cluster:

Terry Cannings, Cluster Leader
Pepperdine University

Andrea Canady
Burbank Unified School District

Mel Hunt
St. Mary's College of California

Anne Chlebicki
California State University, Dominguez Hills

Mary Williams
University of San Diego

Judy Mantle
National University

Charles Vidal
San Joaquin County Office of Education

Wayne Kurlak
Redondo Beach Unified School District (Retired)

Basic Credential Cluster:

Stacie Curry, Cluster Leader
Fowler Unified School District

Peter Cheoros
Lynwood Unified School District

Lawrence Pleet
Los Angeles Unified School District

Joel Colbert
California State University, Dominguez Hills

Carla Eide
College of Notre Dame

Cynthia Fernandez
Acton-Agua Dulce Unified School District

Gloria Guzman-Johannssen
California Polytechnic State University, Pomona

Specialist Credential Cluster: **Victoria Graf**, Cluster Leader
Loyola Marymount University

Peter Kopriva
Fresno Pacific University

Nancy Tatum
Diagnostic Center of Northern California

Services Credential Cluster I: **Dan Elliott**, Cluster Leader
Azusa Pacific University

Steve Van Zant
Chula Vista Elementary School District

Beverly Neu
National University

Douglas Smith
Grossmont Union High School District

Services Credential Cluster II: **Kathleen Romig**, Cluster Leader
San Juan Unified High School District

Dale Matson
Fresno Pacific University

Dione Brooks-Taylor
Point Loma Nazarene University

Data Sources

DOCUMENTS REVIEWED

University Catalog
 Institutional Self Study
 Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Follow-up Survey Results
 Needs Analysis Results
 Information Booklets
 Field Experience Notebooks

Schedule of Classes
 Advisement Documents
 Faculty Vitae
 Faculty Minutes
 Student Portfolios
 Evaluation Documents
 Master Teacher Handbooks
 Advisory Committee Minutes/Notes

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. Cluster I	Services Cred. Cluster II	TOTAL
Program Faculty	5	111	92	24	48	27	307
Institutional Administration	4	105	39	5	22	2	177
Candidates		361	184	60	126	19	750
Graduates		125	74	46	37	9	282
Employers of Graduates		34	41	10	16	8	109
Supervising Practitioners		36	62	7	16	10	131
Advisors		48	25	16		5	94
School Administrators		35	29	6	18	3	91
Credential Analyst		13	2			2	17
Advisory Committee		117	82	18	22	3	242
TOTAL							2200

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. Interview numbers consist of both individual and group interviews, including entire classes of students in the programs.

B. Committee on Accreditation Action

1. The decision for Chapman University is **ACCREDITATION**

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

- Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
- Education Specialist Credential
 - Mild Moderate/Moderate Severe
- Multiple Subject Credential
 - CLAD/BCLAD Emphasis (Spanish)
- Pupil Personnel Services
 - School Counseling
 - School Counseling Internship
 - School Psychology
 - School Psychology Internship
- Resource Specialist Certificate
- Single Subject Credential

2. In addition:

- The institution's response to the preconditions is accepted.
- The Chapman University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- The Chapman University will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

3. The institution is requested to provide a voluntary written response to the questions raised in relation to the concern listed under Common Standard 4, the second concern listed for the Single Subject program and the finding related to Program Standard 18 for the Special Education program.

Concordia University
March 26-29, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation with Technical Stipulations

Rationale

The team recommendation for 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. Seven standards were judged to have been fully met. Standard 8, District Field Supervisors, was judged to have been met minimally with qualitative concerns. There is inconsistency 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, two were not fully met in each program. Each cluster then discussed in detail each program standard that was less than fully met.

The Basic Cluster found that all the standards for the Multiple Subject and Single Subject Credential Programs with CLAD emphasis, and Multiple Subject Internship were met except for Standards 4b and 6, which were judged to have been met minimally with qualitative concerns.

The Preliminary Administrative Services Credential program found all the program standards were met, with the exception of Standards 1 and 12, both met minimally with qualitative 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 8. Although some program standards were judged to have been met minimally with qualitative 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

Team Leader:

Jeanie Milliken
Point Loma Nazarene University

Common Standards:

Grace Grant
Dominican College of San Rafael

Basic Credential Cluster:

Don Grimes
Grant Union High School District

Michelle Britton Bass
Antioch University

Carmen Delgado Contreras
San Mateo County Office of Education

Services Cluster:

Ken Engstrom
Fresno Pacific University

Kathleen Henderson
Sonoma Valley Unified School District

Data Sources

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Student Teaching Handbooks
Follow-up Survey Results
Schedule of Classes
Faculty Vitae

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

INTERVIEWS CONDUCTED

	Team Leader	Common Standards Cluster	Basic Credential Cluster	Services Cluster	TOTAL
Program Faculty	4	10	17	7	38
Institutional Administration	8	8	5	11	32
Candidates	10	2	115	11	138
Graduates	5	10	40	3	58
Employers of Graduates	2	3	15	2	22
Supervising Practitioners	4	1	26	2	33
Advisors	2	2	2	4	10
School Administrators	1	6	12	2	21
Credential Analyst		2	1	2	5
University Supervisors		1	18	12	31
Advisory Committee		17	17	17	51
Demonstrations of Technology				2	2
TOTAL					441

B. Committee on Accreditation Action

1. The decision for Concordia University is **ACCREDITATION WITH TECHNICAL STIPULATIONS**

Following are the stipulations:

- 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, especially in relationship to CLAD competencies.
- That the institution provide evidence of a substantive process, including an action plan and timeline, to respond to all program standards which were less than fully met.

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

- Administrative Services Credential
 - Preliminary
 - Professional
 - Multiple Subject Credential
 - CLAD Emphasis
 - CLAD Emphasis Internship
 - Single Subject Credential
 - CLAD Emphasis
2. Concordia University is required to provide evidence to Commission staff about the actions taken to respond to all of the technical stipulations noted above within one year of the date of this action.
3. In addition:
- The institution's response to the preconditions is accepted.
 - Concordia University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - Concordia University will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

The Master's College
February 7-9, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation with Technical Stipulations

Rationale

The team recommendation for "Accreditation with Technical Stipulations" was a result of a thorough review and analysis of the Institutional Self-Study Report, additional supporting documents available during the visit, interviews with administrators, faculty, students and other individuals professionally associated with the institution. The decision was based on the following:

Common Standards - The Common Standards were first reviewed one by one and then voted on by the entire team. Consensus was reached that all, with the exception of Common Standard three, were fully met.

Program Standards - Findings about Program Standards were reviewed by the team. The team discussed each program standard and determined that all program standards were fully met with the exception of Program Standards two and eleven.

The recommendation was based on the unanimous agreement of the team. The team felt that the concerns were of sufficient importance to designate two stipulations for the institution, which are noted in the team report. However, despite the stipulations, the team determined the institution provides quality credential programs with no important deficiencies in preparing competent candidates for the teaching profession.

Team Membership

- Team Leader:** **Marilyn Vaughn**
Bethany College
- Team Member:** **Jeff Hittenberger**
Vanguard University of Southern California
- Team Member:** **Patricia Geyer**
Sacramento City Unified School District

Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
9	Program Faculty	X	Catalog
2	Institutional Administration	X	Institutional Self Study
29	Candidates	X	Course Syllabi
33	Graduates	X	Candidate Files
11	Employers of Graduates	X	Fieldwork Handbook
12	Supervising Practitioners	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis Results
16	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
7	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae

B. Committee on Accreditation Action

1. The decision for The Master's College is **ACCREDITATION WITH TECHNICAL STIPULATIONS**

Following are the stipulations:

- That the institution provide evidence of a plan (and its implementation) to recruit part-time and/or full-time faculty representing ethnic/cultural/linguistic diversity.
- That the institution provide evidence that single subject candidates receive instruction in pedagogical strategies specific to the content area in which they will be credentialed.

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

- Multiple Subject
 - Single Subject
2. The Master's College is required to provide evidence about the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by Commission staff.
 3. In addition:
 - The institution's response to the preconditions is accepted.
 - The Master's College is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - The Master's College will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

Occidental College
February 27 – March 1, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The team recommends Accreditation based on the policies of the Accreditation Framework and the findings arrived at after reviewing the Self Study, interviewing all constituencies involved, and examining other documentation provided by the college. The overall strength and effectiveness of the program was confirmed by participants, supervising practitioners, employers of graduates, and the public school community in the service area of the college. The team found that all eight Common Standards were met. The team also found that all Program Standards were met for the Multiple and Single Subjects – CLAD Emphasis program.

Team Membership

Team Chair: **Mary Humphreys**
 Buena Park School District

Team Members: **Bob Infantino**
 University of San Diego

Suzanne Riley
 California Department of Education

Data Sources

INTERVIEWS CONDUCTED*			DOCUMENTS REVIEWED
17	Program Faculty	x	Catalog
16	Institution Administration	x	Program Document
26	Candidates	x	Course Syllabi
16	Graduates	x	Candidate Files
2	Employers of Graduates	x	Fieldwork Handbook
22	Supervising Practitioners	x	Follow-up Survey Results
4	Advisors	x	Needs Analysis Results
7	School Administrators	x	Information Booklet
3	Credential Analyst	x	Field Experience Notebook
5	Advisory Committee		

* These numbers represent the total number of individual interviews conducted by the team members.

B. Committee on Accreditation Action

1. The decision for Occidental College is **ACCREDITATION**

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

- Multiple Subject Credential
CLAD Emphasis
 - Single Subject Credential
CLAD Emphasis
2. In addition:
 - The institution's response to the preconditions is accepted.
 - Occidental College is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - Occidental College will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

Pacific Union College April 9-12, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with Pacific Union College. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards - The Common Standards were reviewed carefully and each was voted upon by the entire team. Seven were judged to have been fully met and one was judged to have been met minimally with qualitative concerns.
2. Program Standards - The Program Standards were reviewed carefully and each was voted upon by the entire team. All were judged to have been fully met.
3. Overall Recommendation - The decision to recommend Accreditation was based on the strength of the program. The team received consistent reports from employers that graduates were well prepared, competent, and professional. The

team concluded that both credential programs were effective and generally of high quality. Even though one Common Standard was met minimally, the team determined that there were sufficient compensating strengths in the Program Standards and other Common Standards, especially those related to Advice and Assistance and School Collaboration, that a stipulation should not be placed on the institution. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although some areas of concern are noted in this report, the overall quality of the programs is good.

Team Membership

Team Leader: **Marilyn Draheim**
University of the Pacific

Team Members: **Cris Guenter**
California State University, Chico

Starla Wierman
Winters Joint Unified School District

Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
6	Program Faculty	X	Catalog
3	Institutional Administration	X	Institutional Self Study
1	University Education Dept. Chair	X	Course Syllabi
58	Candidates	X	Candidate Files
14	Graduates	X	Fieldwork Handbook
5	Employers of Graduates	X	Follow-up Survey Results
25	Supervising Practitioners		Needs Analysis Results
10	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
4	Advisory Committee	X	Schedule of Classes
7	Advisors	X	Advisement Documents
5	Subject Matter Faculty	X	Faculty Vitae
		X	Other

TOTAL 139

B. Committee on Accreditation Action

1. The accreditation decision for Pacific Union College and all of its credential programs is **ACCREDITATION**

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

- Multiple Subject Credential
CLAD Emphasis
 - Single Subject Credential
CLAD Emphasis
2. In addition:
 - The institution's response to the preconditions is accepted.
 - Pacific Union College is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - Pacific Union College will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

Pepperdine University March 12-15, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the institution. The decision 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. All were judged to have been fully met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all Program Standards were fully met in all program areas.

3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards and all Program Standards were fully met. The team further determined that there were numerous strengths in the programs of Pepperdine University. There were consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that all credential programs were effective and of high quality. Although the team identified some areas of concern in this report, the overall quality of the programs is very strong. Therefore, the team reached the decision that the evidence gathered clearly supported the above accreditation recommendation.

Team Membership

Team Leader:

Mark Cary
Davis Joint Unified School District

Common Standards Cluster:

Marsha Savage, Cluster Leader
California Baptist University

Dave Baker
Azusa Unified School District

Virginia Matus-Glenn
Lake Tahoe Unified School District

Basic Credential Cluster:

Chris Hopper, Cluster Leader
Humboldt State University

Magdalena Ruz Gonzalez
Pacific Oaks College

Bettie Howser
Moreno Valley Unified School District

Dianne Kingsland
Yorba Linda-Placentia Unified School District

Paula Bowers
Lake Elsinore Unified School District

Beth Bythrow
Los Angeles Unified School District

Sheryl Santos
California State University, Bakersfield

Mel Lopez
Chapman University

Advanced Credential Cluster: **Marcel Soriano**, Cluster Leader
California State University, Los Angeles

Bob Reimann
Los Angeles Unified School District

Laurene Payne
East Side Unified School District

Rita King
California State Polytechnic University,
San Luis Obispo

Data Sources

DOCUMENTS REVIEWED

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

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Adv Cred. Cluster	TOTAL
Program Faculty		12	37	35	84
Institutional Administration	5	14	17	22	58
Candidates	6	16	62	34	118
Graduates		22	35	30	87
Employers of Graduates	2	8	10	10	30
Supervising Practitioners		12	19	10	41
Advisors		3	6	14	23
School Administrators		1	10	10	21
Credential Analyst		1	4	3	8
Advisory Committee	3	5	9	9	26

TOTAL 496

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 Pepperdine University is **ACCREDITATION**

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

- Administrative Services Credential
Preliminary
Professional
 - Multiple Subject Credential
CLAD Emphasis
 - Single Subject Credential
CLAD Emphasis
2. In addition:
 - The institution's response to the preconditions is accepted.
 - Pepperdine University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - Pepperdine University will be placed on the schedule of accreditation visits for the 2005 – 2006 academic year.

Point Loma Nazarene University February 13 -15 and February 27-March 1, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation with a Substantive Stipulation

Rationale

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

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

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

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

Team Membership

Team Leader:	Victoria Courtney St. Mary's College
Common Standards Cluster:	Bill Watkins , Cluster Leader Davis Joint Unified School District (Retired)
	Roger Harrell Azusa Pacific University
Basic Credential Cluster:	Nancy Brashear , Cluster Leader Azusa Pacific University
	Cameron McCune Walnut Valley Unified School District
	Patricia Ennis The Masters College
Services Credential Cluster:	Woodrow Hughes , Cluster Leader Pepperdine University
	Mark Fulmer Saugus Union Elementary District
	Audrey Hurley San Francisco State University
	Loretta Whitson Monrovia Unified School District

Data Sources

DOCUMENTS REVIEWED

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

INTERVIEWS CONDUCTED

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

Grand Total: 633

B. Committee on Accreditation Action

1. The decision for Point Loma Nazarene University is **ACCREDITATION WITH A SUBSTANTIVE STIPULATION**

Following is the stipulation:

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

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

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

- Administrative Services Credential
Preliminary
Professional
 - Multiple Subject Credential
CLAD/BCLAD Emphasis (Spanish)
 - Single Subject Credential
CLAD/BCLAD Emphasis (Spanish)
 - Pupil Personnel Services Credential
School Counseling
2. Point Loma Nazarene University is required to provide evidence of implementation and evaluation of the new curriculum described above within one year of the date of this action, to be verified by a focused team re-visit.
 3. In addition:
 - The institution's response to the preconditions is accepted.
 - Point Loma Nazarene University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - Point Loma Nazarene University will be placed on the schedule of accreditation visits for the 2005-06 academic year.

San Francisco State University
March 25-29, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation with a Technical Stipulation

Rationale

San Francisco State University has a large unit with an extensive listing of credential programs. (The total unit includes all credential programs in the College of Education and the PPS credentials that are housed and administered in the College of Health and Human Services and the College of Behavioral and Social Sciences.) These programs include traditional on-campus programs, internship and institute programs offered in conjunction with several school districts, and a distance learning program. These programs were reviewed by a large, merged COA/NCATE Team. The team recommendation of accreditation with a technical stipulation is based on information gathered through Institutional Self Study reports for each credential program; a review of extensive supporting documentation in the documents room; visits to several off-campus sites; and interviews with University administrators, faculty, staff members, current students, program graduates, public school administrators, and other individuals professionally associated with the College of Education, the total unit, and the University.

The decision pertaining to the accreditation status of the College of Education and the unit was based on the following:

1. Common Standards - The Common Standards were assigned specifically to the common standards cluster composed of two COA members and four NCATE members, with input requested from each member of the program clusters. The members of the common standards cluster compiled information from the entire team about each of the Common Standards and the four NCATE Categories, and then presented a summary of findings for review by the entire team. The entire team voted approval of the findings, and judged that all Common Standards were met.
2. Program Standards - Results of the reviews of standards for each of the individual credential programs were presented to the entire team by cluster leaders with additional comments from cluster team members. Following discussion of each program, the team concluded that program standards were either met, or met minimally with either quantitative or qualitative concerns. The team then discussed in detail each program standard that was less than fully met.

After discussion about the standards for each credential program, the team discussed and then voted on the accreditation recommendation.

3. Overall Recommendation - The decision to recommend accreditation with a technical stipulation was based on team consensus that all Common Standards were met. The team determined that all program standards were either met or met minimally with qualitative or quantitative concerns. On the basis of those findings the team determined that a finding of "Accreditation with a Technical Stipulation" was the appropriate recommendation.

Team Membership

Team Leader:
(Visit Co-Chair)

Lamar Mayer
California State University, Los Angeles

Common Standards Cluster:
(Visit Co-Chair)

Jan McCarthy, Cluster Leader
University of South Florida

Blake West
Blue Valley, Unified School District (KS)

Li Jun Jin
Towson University (NJ)

Lynn Montgomery
Association of Teacher Education

Jim Scott, Chair
Eureka City Elementary & High School District

Delores Escobar
San Jose State University (Emeritus)

Basic Credential Cluster:

Kathleen Taira, Cluster Leader
California State University, Dominguez Hills

Marian Reimann
Los Angeles Unified School District

Judith Greig
College of Notre Dame

Susan Watts
Benicia Unified School District

Don Bonney
Grossmont Union High School District

Howard Drucker
Cal Poly, San Luis Obispo

Specialist Credential Cluster: **Karl Skindrud**, Cluster Leader
California State University, Dominguez Hills

Jamie Dote-Kwan
California State University, Los Angeles

Erica Hansen
Santa Clarita Valley SELPA

Rhonda Johnson
Ramona Unified School District

Services Credential Cluster: **Gene Gallegos**, Cluster Leader
California State University, Bakersfield

Marcia Weill
Folsom Cordova Unified School District

Louis Shaup
Bonita Unified School District (Retired)

Marianne Pennekamp
Humboldt State University

Terry Saenz
California State University, Fullerton

Data Sources

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results

Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Log of Clinic Hours

INTERVIEWS CONDUCTED

	Team Leader	Common Standards Team	Basic Credential Cluster	Reading Cluster	Specialist Cluster	Services Cluster	Total
Program Faculty	3	13	52	10	32	33	143
Institutional Administration	9	7	15	-	3	3	37
Candidates	6	10	134	28	78	53	309
Graduates	12	6	30	2	14	16	80
Employers of Graduates	2	3	13	1	14	1	34
Supervising Practitioners	11	12	36	-	11	16	86
Advisors	-	9	5	-	2	2	18
School Administrators	4	7	23	1	4	8	47
Credential Analysts	3	5	7	-	-	2	17
Advisory Committee	-	-	5	1	9	4	19
Total Interviews							790

B. Committee on Accreditation Action

1. The decision for San Francisco State University is **ACCREDITATION WITH A TECHNICAL STIPULATION**

Following is the stipulation:

- That the Institution provide evidence that all program standards not fully met have been appropriately addressed within one year.

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

- Multiple Subject Credential
 - CLAD/BCLAD Emphasis (Spanish, Cantonese)
 - CLAD/BCLAD Emphasis (Spanish, Cantonese) Internship
 - Middle Level Emphasis
 - Early Childhood Emphasis

- Single Subject Credential
 - CLAD/BCLAD (Spanish) Emphasis
 - CLAD/BCLAD (Spanish) Emphasis Internship
 - Middle Level Emphasis
 - Reading and Language Arts Specialist Credential
 - Designated Subjects Credential
 - Adult Education
 - Vocational Education
 - Education Specialist Credential - Level I and Level II
 - Early Childhood Special Education
 - Deaf and Hard-of-Hearing
 - Mild/Moderate
 - Moderate/Severe
 - Physical and Health Impairment
 - Visual Impairment
 - Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
 - Pupil Personnel Services
 - School Counseling
 - School Counseling Internship
 - School Psychology
 - School Psychology Internship
 - School Social Work
 - Clinical or Rehabilitative Services
 - Language, Speech, and Hearing
 - Audiology
 - Orientation and Mobility
 - Special Class Authorization
2. San Francisco State University is required to provide written evidence to Commission staff and the team chair about the actions taken to respond to the technical stipulation stated above within one year of the date of this action.
 3. In addition:
 - The institution's response to the preconditions is accepted.
 - San Francisco State University is permitted to propose new credential program for accreditation by the Committee on Accreditation.
 - San Francisco State University is placed on the schedule of accreditation visits for the 2004-2005 academic year.

University of California, Berkeley
April 25-28, 1999 and October 6-8, 1999

A. Accreditation Team Report Information

Team Recommendation: Accreditation with a Technical Stipulation

Rationale

Based on the review of the self-study documents, interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the institution, as well as additional supporting documents made available during the visit, the team unanimously recommends a finding of Accreditation with a Technical Stipulation. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about professional education at the University of California, Berkeley. This decision was based on the following:

1. Common Standards - The Common Standards were reviewed one by one and then voted upon by the entire team. Six were judged to have been fully met, and two were judged to have been met minimally. The two standards judged to have been met minimally were based on a lack of cohesiveness in unit management/coordination across credential programs housed in the three schools - Graduate School of Education, University of California, Berkeley Extension, and the School of Social Welfare, and an overall inconsistency in the implementation of planned program evaluation activities.
2. Program Standards - Findings on Program Standards were presented by individuals reviewing each credential program. Following each presentation, the team discussed each program area. The team determined that all program standards were met in all program areas, although one standard was less than fully met with quantitative concerns. Specifically, additional attention needs to be given to field placements in the single subject programs so that opportunities to work with English learners are consistently available.
3. Overall Recommendation - The decision to recommend Accreditation with a Technical Stipulation is based on the fact that overall, consistently high quality was evidenced within all the credential programs, and that a high degree of institutional attention to the programs, including a strong infrastructure for the direction and coordination of each individual program, small cohort size, and joint staffing by professional education and research faculty results in an outstanding educational experience for candidates. However, the technical stipulation is based on the findings related to the Education Leadership and the Evaluation Common Standards. While there is some evidence of improved inter-unit communication and collaboration, further efforts in this area are necessary and will enhance the future development and growth of all credential programs.

Team Membership

Team Leader:	Barbara Merino University of California, Davis
Common Standards Cluster:	Carol Bartell California Lutheran University
	David Baker Azusa Unified School District
Basic Credentials Cluster:	Pamela Bailis University of California, Los Angeles
	Andrea Guillaume California State University, Fullerton
	Kristi Kraemer Sacramento County Office of Education
Services Credential Cluster:	Simon Dominguez San Jose State University
	Marcia Weill Folsom-Cordova Unified School District
Designated Subjects Cluster:	Collette Fleming Grossmont Union High School District
	Maida Hastings University of California, Los Angeles Extension

Data Sources

	INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
98	Program Faculty	X	Catalog
41	Institution Administration	X	Program Document
170	Candidates	X	Course Syllabi
31	Graduates	X	Candidate Files
17	Employers of Graduates	X	Fieldwork Handbook
47	Supervising Practitioners		Follow-up Survey Results
6	Advisors	X	Needs Analysis Results
20	School Administrators	X	Information Booklet
5	Credential Analyst	X	Field Experience Notebook
17	Advisory Committee	X	Research Reports
		X	Faculty Vitae
		X	Student Portfolios & Logs
		X	Web Site

B. Committee on Accreditation Action

1. The decision for University of California, Berkeley and all of its credential programs is **ACCREDITATION WITH A TECHNICAL STIPULATION**

Following is the stipulation:

- The institution is required to provide evidence of continued efforts to improve cohesiveness of leadership and coordination across all credential programs, especially as related to Common Standards One and Four.

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

- Designated Subjects Credential
Adult Education
Vocational Education
- Multiple Subject Credential
Basic (Developmental Teacher Education)
CLAD Emphasis Internship (California Urban Partnership)

- Single Subject Credential
 - Basic (MACSME)
 - CLAD Emphasis (English)
 - Pupil Personnel Services
 - School Psychology
 - School Psychology Internship
 - School Social Work
 - Child Welfare and Attendance
 - Reading/Language Arts Specialist Credential
2. University of California, Berkeley is required to provide evidence to the Commission staff about the actions in response to the above stipulation within one year of the date of this action, in the form of a written report.
 3. In addition:
 - The institution's response to the preconditions is accepted.
 - University of California, Berkeley is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - University of California, Berkeley will be placed on the schedule of accreditation visits for the 2004-2005 academic year for a COA visit.

University of California, Los Angeles
May 7-10, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The overall quality of programs at University of California, Los Angeles (UCLA) is extremely high in the judgement of the team based on its findings. The findings were identified through interviews with candidates, graduates, ladder and clinical faculty, university administrators and staff, university supervisors, university field supervisors, coordinators, guiding teachers and mentors, agency field instructors, school administrators and employers; program documents; advisement materials; university catalog, and other Graduate School of Education and Information Studies (GSE&IS), School of Public Policy and Social Research, and UCLA Extension documents.

The team reached a consensus decision to recommend Accreditation. It found that seven Common Standards were fully Met, and one Common Standard, Standard 8, District Field Supervisors, was Met Minimally with Qualitative Concerns. Interviews and documentation revealed inconsistent evidence on the efficacy of guiding teachers in

the Center X Multiple and Single Subjects CLAD/BCLAD programs, and on the sufficiency of mentor teachers in the University Extension Multiple Subjects Intern Program.

Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members. Following their presentation, the team discussed each program area and determined that all 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. In the Center X Multiple Subjects Program, Standards 4a and 9 were Met Minimally with Qualitative Concerns. In the Center X Single Subject Program, Standards 4b and 9 were Met Minimally with Qualitative Concerns. In the University Extension Multiple Subjects Intern Program, Standard 9 was Met Minimally with Qualitative Concerns. While there are areas of concern noted in regard to Common and Program Standards, on balance, these are mitigated by the overall high quality of the institution, and compensating strengths within these credential programs when all sources of evidence are considered.

Team Membership

Team Leader:

Jesus Cortez
California State University, Chico

Common Standards Cluster:

Irv Hendrick, Cluster Leader
University of California, Riverside

Felicia Bessent
Elk Grove Unified School District

Basic Credential Cluster:

Lu Chang, Cluster Leader
College of Notre Dame

Mark Baldwin
California State University, San Marcos

Wanda Baral
Ocean View Unified School District

Alice Bullard
Newark Unified School District

Specialist Credential Cluster:

Philip Lucero, Cluster Leader
Anaheim Union High School District

Colette Fleming
Grossmont Union High School District

Services Credential Cluster:

Nancy Brownell, Cluster Leader
Institute for Education Reform,
California State University

LaVerne Aguirre
Alum Rock Unified School District

Data Sources

	INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
60	Program Faculty	X	Catalog
36	Institution Administration	X	Program Documents
117	Candidates	X	Course Syllabi
56	Graduates	X	Candidate Files
33	Employers of Graduates	X	Fieldwork Handbooks
34	Supervising Practitioners	X	Follow-up Survey Results
20	Advisors	X	Budgets
52	School Administrators	X	Information Booklets
8	Credential Analyst	X	Field Experience Notebook
26	Advisory Committee	X	Candidate Portfolios
		X	Faculty Vitae
382	GRAND TOTAL	X	Faculty Publications

B. Committee on Accreditation Action

1. The decision for the University of California, Los Angeles (UCLA) is **ACCREDITATION**

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

- Administrative Services Credential
Professional
- Designated Subjects Credential
Adult Education
Vocational Education

- Multiple Subjects Credential
 - CLAD & BCLAD Emphasis (Spanish, Korean) – Center X
 - CLAD & BCLAD Emphasis Internship (Spanish, Korean) – Center X
 - CLAD Emphasis Internship – University Extension
 - Single Subject Credential
 - CLAD & BCLAD Emphasis (Spanish, Korean) – Center X
 - CLAD & BCLAD Emphasis Internship (Spanish, Korean) – Center X
 - Pupil Personnel Services Credential
 - School Social Work
 - Child Welfare and Attendance
2. In addition:
- The institution's response to the preconditions is accepted.
 - UCLA is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - UCLA will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

University of California, Santa Cruz
May 7-10, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. 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 agreed upon by the team. All but one was judged to have been fully met.
2. Program Standards - Findings about program standards were presented to team members, they were each discussed and were found to be met by all members of the team.

The recommendation was based on the unanimous agreement of the team. The team felt that the concerns which are stated in the report were not sufficient to designate stipulations for the institution. The team determined that the institution provides

quality credential programs with no important deficiencies in preparing competent candidates for the teaching profession.

Team Membership

- Team Leader:** **Dennis Evans**
University of California, Irvine
- Team Member:** **Beverly Young**
California State University, Office of the Chancellor
- Team Member:** **Donna Uyemoto**
New Haven Unified School District
- Team Member:** **Karen Wheeler**
Fresno Unified School District

Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
17	Program Faculty	X	Catalog
3	Institutional Administration	X	Institutional Self Study
43	Candidates	X	Course Syllabi
27	Graduates	X	Candidate Files
5	Employers of Graduates	X	Fieldwork Handbook
16	Supervising Practitioners	X	Follow-up Survey Results
11	Advisors	X	Needs Analysis Results
13	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
0	Advisory Committee	X	Schedule of Classes
2	Department Staff	X	Advisement Documents
		X	Faculty Vitae

B. Committee on Accreditation Action

1. The decision for the University of California, Santa Cruz is **ACCREDITATION**

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

- Multiple Subject Credential
CLAD/BCLAD (Spanish) Emphasis
CLAD/BCLAD Internship
 - Single Subject Credential
CLAD/BCLAD (Spanish) Emphasis
2. In addition:
 - The institution's response to the preconditions is accepted.
 - University of California, Santa Cruz is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - University of California, Santa Cruz will be placed on the schedule of accreditation visits for the 2005-2006 academic year.
 3. The institution is requested to provide a voluntary written response to the questions and concerns listed in the Team Report under Common Standards 3, 4, 6, 7 and 8.

Los Angeles Unified School District March 6-8, 2000

A. Accreditation Team Report Information

Team Recommendation: Accreditation with Substantive Stipulations

Rationale

The team recommendation for Accreditation with Substantive Stipulations was the result of a review of the Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the district. The decision was based upon the following:

1. Common Standards - Based on evidence provided by review of documents and interviews with constituent groups, the accreditation team finds that all standards are fully met with the exception of Common Standard Four, Evaluation, which is minimally met with qualitative concerns.

2. **Program Standards** - Based on evidence collected from review of the self study report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for all of the Multiple and Single Subject Programs. The programs meet the professional needs of students from varying backgrounds in the Los Angeles Unified School District.

For the Education Specialist Programs, the team determined that for the Level I program, one program standard is not met and two standards are met minimally. For the Level II program, three program standards are not met and five standards are met minimally.

3. **Overall Recommendation** - Based upon the evidence gathered by the Accreditation Team through document review and interviews, the team recommends the accreditation status of Accreditation with Substantive Stipulations. The district should have one year to address and correct the deficiencies for those standards not fully met. The team recommends that the remediation be reviewed by the Education Specialist Cluster. The overall quality of the Los Angeles Unified School District Intern Program is excellent. Although the deficiencies in the Education Specialist Credential Level II Program were significant, it is the judgment of the team that the Education Specialist Program has the capacity to correct all of the areas of concern noted in the report within the specified time period.

Team Membership

Team Leader:

Juan Flores
California State University, Stanislaus

Common Standards Cluster:

Jean Houck, Cluster Leader
California State University, Long Beach

Ruben Ingram
School Employers Association

Basic Credential Cluster:

Helene T. Mandell, Cluster Leader
California State University, Monterey Bay

Patricia Carrillo-Hurtado
Fresno Unified School District

Barbara Price
California Polytechnic State University, Pomona

Jeanie Riddell
La Canada Unified School District

Education Specialist Cluster: **Colleen Shea Stump**, Cluster Leader
San Francisco State University

Jane Duckett
National University

Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
73	Program Faculty	x	Catalog
28	Institutional Administration	x	Institutional Self Study
85	Candidates	x	Course Syllabi
61	Graduates	x	Candidate Files
16	Employers of Graduates	x	Fieldwork Handbook and Portfolio Handbook
39	Supervising Practitioners(Mentors)		Follow-up Survey Results
20	Advisors	x	Needs Analysis Results
24	School Administrators	x	Information Booklet
2	Credential Analyst	x	Field Experience Notebook
5	Advisory Committee	x	Schedule of Classes
4	Site Coordinators	x	Advisement Documents
3	School Board Members	x	Faculty Vitae
		x	Portfolio/Journals

B. Committee on Accreditation Action

1. The decision for the Los Angeles Unified School District Internship Program is **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- That the district provide evidence of the complete implementation of the evaluation standard which includes evidence of the systematic collection of information from all required constituencies, especially from graduates and employers.
- That the district provide evidence of actions taken to address all program standards less than fully met in the Education Specialist Credential Programs.

On the basis of this decision, the district is authorized to recommend candidates for the following credentials:

- Multiple Subject Internship Credential
Multiple Subject BCLAD Emphasis (Spanish)
 - Single Subject Internship Credential
 - Education Specialist Internship (Level I)
Mild to Moderate Disabilities
 - Education Specialist (Level II)
Mild to Moderate Disabilities
2. The Los Angeles Unified School District is required to provide evidence of the actions taken to respond to all of the stipulations within one year of the date of this action, to be verified by a team re-visit.
 3. In addition:
 - The agency's response to the preconditions is accepted.
 - The Los Angeles Unified School District is permitted to propose new district internship credential programs for accreditation by the Committee on Accreditation.
 - The Los Angeles Unified School District will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

Data Sources

	INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
13	Program Faculty	X	Intern Handbook
13	Program and District Administration and Staff	X	Program Document
44	Candidates	X	Course Syllabi
30	Graduates	X	Candidate Files
5	Employers of Graduates/ School Administrators	X	Handbooks for Support Provider, Faculty, Cooperating Teachers, Assessors, Evaluators, and New Teacher Orientation Handbook
6	Assessors	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis
2	Credential Analyst	X	Admissions Interview Questions and Rubric
7	Advisory Committee	X	Field Experience Notebook
9	Cooperating Teachers	X	Faculty Vitae
7	Support Providers	X	Intern Portfolio & Logs
		X	English Language Learners Master Plan
		X	District Curriculum Plan
		X	Professional Development Plan
		X	Application Packet

B. Committee on Accreditation Action

1. The decision for Ontario-Montclair School District is **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- The reading course be modified to include instruction in the teaching of reading in Spanish.
- The field experience for BCLAD candidates be in appropriate bilingual placements.
- Interns be supported by appropriately credentialed bilingual support providers.

On the basis of this decision, the agency is authorized to recommend candidates for the following credentials:

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

2. Ontario-Montclair School District is required to provide evidence to the Commission staff about the actions taken in response to the above stipulations within one year of the date of this action, to be verified by a staff re-visit.
3. In addition:
 - Ontario-Montclair School District's response to the preconditions is accepted.
 - Ontario-Montclair School District is permitted to propose new District Internship credential programs for accreditation by the Committee on Accreditation.
 - Ontario-Montclair School District will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

APPENDIX B

Initial Program Accreditation Actions Taken by the Committee on Accreditation 1999-2000

APPENDIX B

Initial Program Accreditation Actions Taken by the Committee on Accreditation – 1999-2000

Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 1999-2000 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named in each listing.

Initial Accreditation Based Upon Panel Review

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

A. Non-university Programs of Professional Development for the Professional Administrative Services Credential

Association of California
School Administrators

School Business Managers Academy
Personnel Academy
Superintendent's Academy
Superintendent's of Districts Less than
2,500 ADA Academy

California Foundation for
Improvement of Employer-
Employee Relations

Facilitator Training Certificate
Program (128 Hours)
Five Course Packages
(28-42 Hours)

B. Programs of Professional Preparation for the Education Specialist Credential and Clinical Rehabilitative Services Credentials

California Baptist University
Preliminary Level I
Mild/Moderate Disabilities

- California Lutheran University
Preliminary Level I Internships in
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
- Professional Level II
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
- California State Polytechnic University, San Luis Obispo
Professional Level II
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
- California State University, Bakersfield
Professional Level II
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
- California State University, Fresno
Professional Level II
 Deaf and Hard of Hearing
- California State University, Hayward
Professional Level II
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
- California State University, Long Beach
Professional Level II
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
- California State University, Sacramento
Preliminary Level I and Professional Level II
 Early Childhood Special Education
- Early Childhood Special Education Certificate
- California State University, San Marcos
Professional Level II
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities

California State University, Stanislaus
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities

San Diego State University
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Early Childhood Special Education

Early Childhood Special Education Certificate

Sonoma State University
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities

St. Mary's College of California
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities

University of the Pacific
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities

C. Programs of Professional Preparation for the Adapted Physical Education Credential

California State University, San Bernardino
California State University, Chico
California State University, Los Angeles
California State University, Northridge
Humboldt State University

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

Reading Certificate

Fresno Pacific University
Humboldt State University
California State University, Long Beach
California State University, Sacramento
University of California, Davis (Extension)
University of California, Riverside (Extension)

Reading and Language Arts Specialist Credential

California State University, Long Beach
California State University, Sacramento

E. Programs of Professional Preparation for the Multiple Subject Credential in the Accreditation Pilot Project Sponsored by Out-of-State Institutions Pursuant to Assembly Bill 2730 (Mazzoni)

City University (State of Washington)
Multiple Subject
Multiple Subject CLAD Emphasis

Nova Southeastern University (State of Florida)
Multiple Subject
Multiple Subject CLAD Emphasis

Accreditation is for the duration of the Accreditation Pilot Project, and subject to the institution's satisfactory participation in the Pilot Project.

F. Blended Programs of Undergraduate Teacher Preparation

California State University, Bakersfield
California State University, Dominguez Hills
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles (Mathematics and Multiple Subjects/CLAD Emphasis)
California State University, Stanislaus
Humboldt State University
United States International University

Initial Accreditation Based Upon Staff Review

The Committee on Accreditation granted initial accreditation to the following preparation programs, based upon the recommendations of the Commission consultants. 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 consultant following the procedures adopted by the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

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

California State University, Monterey Bay
Multiple Subject: CLAD/BCLAD Emphasis Internship Program

California State University, Stanislaus
Single Subject Internship

Chapman University
Multiple Subject CLAD Emphasis Internship

Dominican College
Multiple Subject CLAD Emphasis Internship
Single Subject CLAD Emphasis Internship

Hope International University
Single Subject CLAD Emphasis

National University
Multiple Subject CLAD/BCLAD Emphasis Internship
Single Subject CLAD/BCLAD Emphasis Internship

San Diego State University
Single Subject CLAD Emphasis (Imperial Valley Campus)

University of California, Berkeley
Multiple Subject CLAD Emphasis (Developmental Teacher Education)
Multiple Subject CLAD Emphasis Internship
(Conversion from Experimental – CalPIP Extension Program)

University of California, Los Angeles
Multiple Subject CLAD Emphasis Internship
(Urban Internship–Conversion from Experimental–Extension Program)
Multiple Subject CLAD Emphasis Internship (Center X)
Single Subject CLAD Emphasis Internship (Center X)

University of La Verne
Multiple Subject CLAD/BCLAD (Spanish) Emphasis
Single Subject CLAD/BCLAD Emphasis (Spanish) Internship
(adds BCLAD to existing CLAD)

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

California State University, Bakersfield
California State University, San Bernardino

Special Teaching Authorization in Health
California State University, Sacramento

C. Programs of Professional Preparation for the Library Media Services Credential

California State University, Sacramento

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

California Lutheran University
Pupil Personnel Services Program with Specialization in School Counseling
and Child Welfare and Attendance

California State University Northridge
School Counseling Internship

California State University, San Bernardino
School Social Work

Fresno Pacific University
Pupil Personnel Services Internship Program with Specialization in School
Psychology

Loyola Marymount University
Pupil Personnel Services Internship Program with Specialization in School
Psychology

University of Southern California
School Counseling
School Psychology

APPENDIX C

Additional Accreditation Actions Taken by the Committee on Accreditation 1999-2000

APPENDIX C

Additional Accreditation Actions Taken by the Committee on Accreditation – 1999-2000

Introduction

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 1999-2000 academic year. Actions include the withdrawal of programs, removal of accreditation stipulations and changing of accreditation status.

A. Withdrawal of Professional Preparation Programs

In October 1999, the Committee approved the voluntary withdrawal of the Programs of Professional Preparation for the Multiple and Single Subject BCLAD (Spanish) Emphasis and the Specialist in Special Education – Mild/Moderate at **Point Loma Nazarene University**.

In October 1999, the Committee approved the voluntary withdrawal of the Program of Professional Preparation for the Pupil Personnel Services: School Counselor Credential at the **University of California, San Diego**.

In October 1999, the Committee approved the voluntary withdrawal of the Program of Professional Preparation for the Child Welfare and Attendance Services Specialization for the Pupil Personnel Services Credential at **Chapman University**.

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

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

In January 2000, the Committee voted to remove the remaining stipulation related to the Reading/Language Arts Specialist Credential Program at **San Jose State University**. At its meeting in June 1999, the Committee on Accreditation acted to remove the first four stipulations but continue the stipulation on the Reading/Language Arts Specialist program until Fall 1999, in order to schedule a team re-visit for the program. A re-visit was conducted on December 6, 1999. All areas of concern noted in the original team report for the Reading/Language Arts Specialist Program were addressed. The Committee also voted to change the accreditation status of San Jose State University from “Accreditation with Substantive Stipulations” to “Accreditation” based on the removal of all stipulations.

In April 2000, the Committee voted to remove the technical stipulations placed upon **Biola University** based on the Accreditation Team Leader and Commission Staff focused revisit to the institution and evaluation of the institutional response to the stipulations. The Committee also voted to change the accreditation status of

Biola University from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the four stipulations.

In May 2000, the Committee voted to remove the four stipulations placed upon **John F. Kennedy University**, based upon the Accreditation Team Report, team recommendations and staff recommendations. The Committee also voted to change the accreditation status of the John F. Kennedy University from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the four stipulations. The Committee voted to place John F. Kennedy University on the schedule of accreditation visits for the 2004-2005 academic year. Further, the Committee requested the institution to prepare a voluntary report on the development and implementation of a strategic plan which clearly articulates the university's commitment to provide sufficient resources to support the Department of Education.

In May 2000, the Committee voted to remove the four stipulations placed upon the **University of LaVerne**, based upon the Accreditation Re-Visit Team Report, team recommendations and staff recommendations. The Committee also voted to change the accreditation status of the University of La Verne from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the four stipulations.

In June 2000, the Committee voted to remove the two technical stipulations placed upon **Christian Heritage College**, on the basis of the information submitted by the institution. The Committee also voted to change the accreditation status of Christian Heritage College from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the stipulations.

In June 2000, the Committee voted to remove the technical stipulation placed upon **Fresno Pacific University**, on the basis of the information submitted by the institution. The Committee also voted to change the accreditation status of Fresno Pacific University from "Accreditation with a Technical Stipulation" to "Accreditation" based upon the removal of the stipulation.

In June 2000, the Committee voted to remove the stipulations placed upon **National Hispanic University**, based upon the Accreditation Team Report, team recommendations and staff recommendations. Further, the Committee voted to change the accreditation status of National Hispanic University from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the stipulations.

In June 2000, the Committee voted to remove the two technical stipulations placed upon **Santa Clara University**, on the basis of the information submitted by the institution. The Committee also voted to change the accreditation status of Santa Clara University from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the stipulations.