



**EIGHTH ANNUAL  
ACCREDITATION REPORT**

To the  
**CALIFORNIA COMMISSION ON  
TEACHER CREDENTIALING**

By the  
**COMMITTEE ON ACCREDITATION**

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

**By the Committee  
on Accreditation**

**Assisted by the  
Professional Services Division**

**Sacramento, California  
August 2003**

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

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# The Committee on Accreditation

## June 2003

### California Commission on Teacher Credentialing Sacramento, California

- **Fred Baker**, Professor  
School of Education & Integrative Studi  
Calif. Polytechnic State Univ., Pomona
- **Diane Doe**, Teacher  
Peer Assistance and Review  
San Francisco Unified School District
- **Lynne Cook**, Professor  
College of Education  
California State University,  
Northridge
- **Irma Guzman-Wagner**, Dean  
College of Education  
California State University, Stanislaus
- **Dennis Jory**, Teacher  
BTSA/PAR Consultant  
Desert Sands Unified School District
- **Edward Kujawa**, COA Co-Chair  
Dean, School of Business, Education  
and Leadership  
Dominican University
- **David Madrigal**, COA Co-Chair  
Principal, John Muir Elementary  
School  
Antioch Unified School District
- **Karen O'Connor**, Teacher  
Sunset Hills Elementary School  
Poway Unified School District
- **Ruth Sandlin**, Chair, Ed. Psych & Couns  
College of Education  
Calif. State University, San Bernardino
- **Sue Teele**, Director  
Education Extension  
University of California, Riverside
- **Donna Uyemoto**  
Asst. Superintendent, Personnel Service  
New Haven Unified School District
- **Michael Watenpaugh**  
Superintendent  
Cotati-Rohnert Park Unified School  
District

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

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

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

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation during the past year, including the organization of the Committee, list of meetings for 2002-2003, a summary of major accomplishments for the year and the adopted schedule of meetings for 2003-2004.

### **(1) Election of Co-Chairs for 2002-2003**

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 2002, the Committee elected Edward Kujawa and David Madrigal to serve as Co-Chairs during the 2002-2003 accreditation cycle.

### **(2) Schedule of Committee Meetings for 2002-2003**

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 2002-2003, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

August 19, 2002	Commission Offices, Sacramento
October 16, 2002	Commission Offices, Sacramento
January 23-24, 2003	Commission Offices, Sacramento
May 22, 2003	Commission Offices, Sacramento

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

The Committee on Accreditation has now completed its sixth year of full accreditation decision-making responsibility. In addition to its major activity, hearing and acting upon six accreditation team reports and three accreditation re-visits, the COA made initial accreditation decisions for 187 professional preparation programs, mostly programs of professional preparation for multiple and single subject credentials in response to Senate Bill 2042 and Standard 13 pursuant to AB 1059.

Each year, the Committee has made improvements in the accreditation procedures or in its own procedures. The COA scheduled regular discussions at a number of its meetings about ways to improve the accreditation process and procedures. The Committee continued a practice initiated during its first year of scheduling a debriefing discussion about the accreditation decision-making process, at every meeting in which an accreditation decision had been made. 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. In summary, the Committee on

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

**(4) Schedule of Committee Meetings for 2003-2004**

In order to fulfill its responsibilities and accomplish its workplan, the Committee on Accreditation has adopted a schedule for meetings for the 2003-2004 accreditation cycle.

August 21, 2003	Commission Offices, Sacramento
October 23, 2003	Commission Offices, Sacramento
January 22-23, 2004	Commission Offices, Sacramento
May 20, 2004	Commission Offices, Sacramento

## **Section II. Accomplishment of the Committee's Workplan in 2002-2003**

On August 19, 2002, the Committee on Accreditation adopted its workplan for 2002-2003. The Committee's elected Co-Chairs presented this workplan to the Commission at the November 2002 Commission meeting. The nine items that follow represent the key elements of the 2002-2003 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* called for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits under the oversight of the Committee on Accreditation. 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 assisted in the gathering of data and monitoring the progress of the evaluation. A progress report was presented to Commission staff in November 2001. During the 2001-2002 accreditation cycle, the contractor was fully involved in gathering data, attending Committee on Accreditation meetings and Commission meetings and observing accreditation visits, interviewing accreditation team members, institutional personnel and other participants in the accreditation process. During the 2002-2003 accreditation cycle, the report was completed and was presented to the Executive Director in April 2003, and initially reviewed at the May 2003 meeting of the COA.

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

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) was renewed in October 2001. The COA has continued monitoring the agreement in the same manner as during the past years to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each visit and that the process reduces duplication. The COA was unable to continue with the process of having state standards reviewed by the Specialized Professional Associations of NCATE in order to assist California institutions in gaining national recognition in specialized areas due to the reduced meeting schedule.

The Committee also had to delay further efforts to negotiate formal memoranda of understanding with some national professional education organizations. These

memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation.

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

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

During the 2002-2003 year, the following number of programs were given initial accreditation:

Administrative Services Credential Programs	2
Pupil Personnel Services Credential Programs	9
Education Specialist Credential and Clinical Rehabilitative Services Credential Programs	15
Reading Certificate Programs	4
Reading and Language Arts Specialist Credential Programs	1
Multiple and Single Subject Credential Programs under the SB2042 Standards	40
Blended Programs of Subject Matter Preparation and Professional Preparation for Multiple and Single Subject Credentials	4
Approved Responses to Standard 20.5 – Use of Computer Based Technology in the Classroom for Multiple and Single Subject Credential	17
Approved Responses to Standard 13 Pursuant to AB1059 (Ducheny)	96

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

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

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the decisions regarding the continuing professional education accreditation of post-secondary education institutions and school districts and their credential programs. This task continues to make up the major portion of the January and

May agendas of the Committee on Accreditation. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for the 2003-2004 accreditation cycle, with the exception of merged COA/NCATE visits.

During the 2002-2003 year, there were five accreditation visits to colleges and universities and one visit to a school district internship program. A total of 97 accreditation team members participated in the visits. Following is the list of institutions and the accreditation decision of the Committee on Accreditation.

### 2002-2003 Accreditation Visits

Institution	Accreditation Decision
University of Southern California	Accreditation with Substantive Stipulations
San Joaquin County Office of Education District Internship	Accreditation
California State University, Northridge	Accreditation
San Jose State University	Accreditation
Loyola Marymount University	Accreditation
San Diego State University	Accreditation with a Technical Stipulation

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

In addition to the above accreditation visits, the Committee on Accreditation received follow-up information from the six institutions that received stipulations in the 2001-2002 accreditation cycle. Accreditation actions were taken to remove stipulations and to change the accreditation status of institutions based upon the removal of stipulations. Additional actions were taken to approve the withdrawal of programs as requested by program sponsors. 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. In light of the reduced meeting schedule for the COA and the postponement of accreditation visits, the team training was not held and activities related to the *Handbook* were postponed.

**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. All meetings of the COA are held in public. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website.

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

The implementation of the SB 2042 reforms were a significant part of the work of the COA during the past year. Thus, regular reports on the topic were presented in addition to information about the implementation of the Teaching Performance Assessment (TPA) and its part in accreditation considerations. The Committee was also updated about other Commission activities related to accreditation issues.

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

The Committee on Accreditation adopted its Seventh Annual Accreditation Report in August 2002 and presented it to the California Commission on Teacher Credentialing at its November 2002 meeting. The presentation of the Eighth Annual Accreditation Report is scheduled for the November 2003 Commission meeting.

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

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual. In August 2002, the Co-Chairs were elected and the 2002-2003 workplan was adopted. The 2003-2004 schedule of meetings was adopted in May 2003.

As a part of its ongoing review of accreditation process and procedures, the COA annually schedules meetings with team leaders and Commission consultants to evaluate the accreditation visits of the previous year and consider modifications in procedures that might be appropriate. The COA did not hold the meeting with

team leaders because of the reduced number of meetings, but did hold the meeting with Commission consultants. The Committee also reviewed the results of the evaluations of team members and the evaluations of the accreditation process completed by team members and institutions. At any COA meeting in which an institutional accreditation decision was made, the COA scheduled a debriefing discussion at the end of the meeting about the accreditation decision-making process. At the end of the accreditation cycle, the COA scheduled a discussion reflecting on the entire accreditation process. All of these activities together contribute to continuous improvement in the implementation of the Commission's accreditation system.

### **Section III. Proposed Workplan for the Committee in 2003-2004**

The items that follow represent the key elements of the 2003-2004 workplan for the Committee on Accreditation. Because the Committee is fully involved in the implementation phase of the accreditation system, ongoing accreditation decision-making tasks make up a major part of the work and the oversight of the COA.

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

The *Accreditation Framework* called for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The contractor was fully involved in gathering data, attending COA meetings, observing accreditation visits, and interviewing participants in the accreditation process. The final report was presented to the Executive Director in April 2003 and initially reviewed at the May 2003 meeting of the COA. During the 2003-2004 year, the Committee on Accreditation will provide assistance to the Commission in considering the results of the evaluation that may lead to making changes in the accreditation system and modifying accreditation procedures.

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

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

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with some national professional education organizations. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee will further consider this portion of the *Framework*, evaluate the agreements and their effectiveness, and advise the Commission on possible changes that should be made.

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

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

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

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the decisions regarding the continuing professional education accreditation of postsecondary education institutions and school districts and their credential programs. This task continues to make up the major portion of the January through May agendas of the Committee on Accreditation. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for the 2003-2004 accreditation cycle, with the exception of merged COA/NCATE visits.

During the 2003-2004 year, there will be three accreditation visits to colleges and universities. All visits are merged COA/NCATE visits. The following is a list of institutions to be visited.

Institutional Reviews

Alliant International University  
California Lutheran University  
University of the Pacific

In addition to the above accreditation visits, the Committee on Accreditation will continue to receive follow-up information from the two institutions that received stipulations in the 2002-2003 accreditation cycle. Based on the information received, the Committee will act to remove stipulations and to change the accreditation status of institutions, based upon the removal of stipulations. In addition, the COA will consider requests to approve the withdrawal of programs upon the request of program sponsors.

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

Activities related to the *Accreditation Handbook* and team training will be postponed until after the Commission has made modifications in accreditation policies as a result of the Evaluation of the *Accreditation Framework*.

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

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

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

The Committee believes that the implementation of the SB 2042 reforms will continue to have significant implications for its work in accreditation. Thus, regular reports on the topic will be presented. The Committee will also be receiving information about other Commission activities and actions that may be 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 in the fall. Interim reports to the Commission will be made as needed.

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

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual. Through numerous planned activities and in the process of the ongoing accreditation reports and discussions, the Committee conducts an on-going review of the accreditation process. As a result of those discussions, the Committee considers and adopts modifications in accreditation procedures, as needed.

# **APPENDIX A**

**Continuing Accreditation Decisions Made by the  
Committee on Accreditation Based Upon  
Site Visits Conducted - 2002-2003**

# APPENDIX A

## Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visits Conducted - 2002-2003

### Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 2002-2003 academic year, based upon team site visits. Accreditation visits were conducted for five institutions and one school district internship program. The accreditation information is presented in two parts as follows:

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

UNIVERSITY OF SOUTHERN CALIFORNIA  
NOVEMBER 3-6, 2002

#### 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 Institutional Self Study Report; a review of additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, local school personnel and other individuals professionally associated with the institution; and additional information provided by the institution on request. The team felt it obtained sufficient and consistent information to make overall and programmatic judgments. The institution has recently withdrawn two programs with the Committee on Accreditation. However, because these were withdrawn within the last year, the programs were included in the review. With respect to one of those programs, the Pupil Personnel Services: School Psychology program, insufficient information was provided by the

institution to make judgments about some standards. The recommendation of the team 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. Five of the Common Standards were judged to have been fully met. Two were judged to be met minimally with qualitative concerns. One common standard was judged to have been met minimally with quantitative concerns. The team had particular concerns about four of the programs which are reflected in the Common Standards, that is, the Multiple Subject/Single Subject programs and the Pupil Personnel Services (PPS): School Counseling and School Psychology programs.
2. Program Standards – Generally, candidates who complete professional programs in education were judged to be well prepared. However, there are some inconsistencies in the quality of preparation across the different programs. Results of reviews of standards for individual programs were presented to the team by the clusters. Following discussion of each program, the team concluded that program standards were fully met in the following programs: Preliminary Level I and Professional Clear Administrative Services, Preliminary Level I and Professional Clear Educational Specialist: Deaf and Hard of Hearing, and Pupil Personnel Services: School Social Work and Child Welfare and Attendance. In Multiple Subject and Single Subject programs and Pupil Personnel Services: School Counseling and School Psychology programs, some specific program standards were not fully met. These specific standards are identified in the report along with the rationale for the judgment; however, it is important to note that these standards are tied to matters of curriculum and field experience.
3. Overall Recommendation - The decision to recommend Accreditation with Substantive Stipulations was based on the fact that three common standards were judged to have been not fully met and that the concerns in four credential programs were tied to matters of curriculum and field experience. The issues identified by the team impinge on the ability of the institution to deliver all programs with quality and effectiveness, but do not prevent such delivery. As reflected in the report, there are numerous examples of excellence in program design and delivery. It is evident that the institution recognizes excellence in program conceptualization and implementation. Therefore, it is expected that the Rossier School of Education will work to maintain consistent excellence across all program areas.

### Team Membership

**Team Leader:**                      **Judith Greig**  
Notre Dame de Namur University

**Common Standards Cluster:**

**Marsha Savage**, Cluster Leader  
Santa Clara University

**Bill Watkins**  
Davis Joint Unified School District (Retired)

**Basic Cluster :**

**Charles Zartman**, Cluster Leader  
California State University, Chico

**Magdalena Ruz Gonzalez**  
San Bernardino County Superintendent of Schools

**Sally Botzler**  
Humboldt State University

**David Tamori**  
Oroville Union High School District

**Specialist/Services Cluster:**

**Stephen Davis**  
Stanford University

**Kathleen Tack**  
San Juan Unified School District

**Kathryn Burns-Jepson**  
Fremont Unified School District

**Santos Torres, Jr.**  
California State University, Sacramento

### DOCUMENTS REVIEWED

University Catalog Course Syllabi Fieldwork Handbooks Information Booklets Schedule of Classes Faculty Vitae Portfolios	Institutional Self Study Candidate Files Follow-up Survey Results Field Experience Notebooks Advisement Documents Strategic Plan Independent Program Review
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### INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Program Cluster I	Program Cluster II	<b>TOTAL</b>
Program Faculty	3	5	16	28	<b>52</b>
Institutional Administration	12	11	2	10	<b>35</b>
Candidates	2	33	62	91	<b>188</b>
Graduates	1	3	20	38	<b>62</b>
Employers of Graduates	1	2	4	18	<b>25</b>
Supervising Practitioners	0	1	13	17	<b>31</b>
Advisors	0	3	2	14	<b>19</b>
School Administrators	1	1	9	68	<b>79</b>
Credential Analyst	0	1	1	3	<b>5</b>
Advisory Committee	0	0	15	4	<b>19</b>

Parents	0	0	0	2	2
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**TOTAL**

**517**

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 the University of Southern California is ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- That the institution provide evidence that accurate and timely advice and assistance is available to candidates in Multiple Subject and Single Subject and Pupil Personnel Services: School Counseling and School Psychology programs; this needs to include a written plan for each candidate in Pupil Personnel Services: School Psychology with respect to how he/she will be provided opportunity to complete the program.
- That the institution provide evidence that the Pupil Personnel Services: School Counseling program has implemented a systematic approach to selection, training, and evaluation of district field supervisors at each site.
- That the institution provide evidence of actions taken and progress made in addressing all Multiple Subject and Single Subject program standards that are not fully met.
- That the institution provide evidence of actions taken and progress made in addressing all Pupil Personnel Services: School Counseling program standards that are not fully met by completing the Committee on Accreditation's (COA) Review Panel approval process for initial accreditation under the new standards for the Pupil Personnel Services: School Counseling Program

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

- Multiple Subject Credential:  
Multiple Subject  
Multiple Subject CLAD/BCLAD Emphasis (Spanish/Cantonese)
- Single Subject Credential:  
Single Subject  
Single Subject CLAD/BCLAD Emphasis (Spanish/Cantonese)
- Education Specialist Credential: Preliminary Level I and Professional Level II  
Deaf and Hard of Hearing

- Administrative Services Credential:  
Preliminary  
Professional

- Pupil Personnel Services Credential:
    - School Counseling
    - School Counseling Internship
    - School Psychology
    - School Psychology Internship
    - School Social Work
    - Child Welfare and Attendance
2. The University of Southern California is required to provide written evidence to the Committee on Accreditation regarding actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by a team re-visit.
  3. In addition:
    - The institution's response to the preconditions is accepted.
    - The University of Southern California is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
    - The University of Southern California is placed on the schedule of accreditation visits for the 2008-2009 academic year subject to the continuation of the present schedule of accreditation visits by the California Commission on Teacher Credentialing.

**SAN JOAQUIN COUNTY OFFICE OF EDUCATION  
PROJECT IMPACT  
DISTRICT INTERN PROGRAM  
MULTIPLE AND SINGLE SUBJECT CREDENTIAL PROGRAM**

**November 12-14, 2002**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The unanimous recommendation for accreditation by the team, is based upon a thorough review of the self study documentation, additional information in the form of exhibits, and extensive interviews with program leadership, consortium partners, faculty, practicum supervisors, site support personnel, candidates and graduates. Based upon the evidence obtained, the team finds that seven of the eight Common Standards are fully met and seventeen of the nineteen Program Standards are fully met. One of the Common Standards and two elements of the nineteen Program Standards, all pertaining to the same issue, are met with concerns. However, the overall quality of the program more than compensates for these concerns.

**Team Membership**

<b>Cluster Leader:</b>	<b>Brenda Fikes San Jose State University</b>
<b>Cluster Member:</b>	<b>Helene T. Mandell Cal State TEACH</b>
<b>Cluster Member:</b>	<b>Lucy Vezzuto Orange County of Department of Education</b>
<b>Cluster Member:</b>	<b>J. Thomas Williams Moreno Valley Unified School District</b>

**DATA SOURCES**

<b>INTERVIEWS CONDUCTED</b>		<b>DOCUMENTS REVIEWED</b>	
57	Program Faculty		Catalog
13	Institutional Administration	x	Institutional Self Study
94	Candidates	x	Course Syllabi
51	Graduates	x	Candidate Files
13	Employers of Graduates	x	Program Handbook
13	Peer Coaches	x	Follow-up Survey Results
1	Advisors		Needs Analysis Results
12	School Administrators	x	Information Booklet
1	Credential Analyst		Field Experience Notebook
15	Advisory Committee	x	Schedule of Classes
5	External Evaluators	x	Advisement Documents
5	Visiting Educators	x	Faculty Vitae
			Other (Name)

**B. Committee on Accreditation Action**

1. The decision for the San Joaquin County Office of Education (Project Impact) District Internship Programs is **ACCREDITATION**.

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

- Multiple Subject
  - Single Subject
2. In addition:
    - The agency's response to the preconditions is accepted.
    - San Joaquin County Office of Education (Project Impact) District Internship Program is permitted to propose new district internship credential programs for accreditation by the Committee on Accreditation.
    - San Joaquin County Office of Education (Project Impact) District Internship Program is placed on the schedule of accreditation visits for the 2007-2008 academic year subject to the continuation of the present

schedule of accreditation visits by the California Commission on Teacher Credentialing.

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**November 16-20, 2002**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The recommendation pertaining to the accreditation status of California State University, Northridge and all of its credential programs was determined according to the following:

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

## **Team Membership**

**State Team Leader:**        **Emily Brizendine** (Team Co-Chair)  
California State University, Hayward

### **Common Standards Cluster:**

**David B. Young**, Cluster Leader, NCATE Chair (Team Co-Chair)  
University of Maryland, Baltimore County

**B. Grant Hayes** (NCATE Member)  
University of Central Florida

**Edna Katherine Frey** (NCATE Member)  
William James Middle School (Georgia)

**Viviana L. Lopez** (NCATE Member)  
Pershing Elementary School (Texas)

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

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

### **Basic Credential Cluster:**

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

**Cathy Buell**  
San Jose State University

**Paula Bowers**  
Lake Elsinore Unified School District

**Blanca Gibbons**  
Placentia Yorba Linda Unified School District

**Mel Lopez**  
Chapman University



**Education Specialist Credential Cluster:**

**Christine Givner**, Cluster Leader  
California State University, Los Angeles

**Satoko Davidson**  
Vallejo Unified School District

**Carole McLain**  
Napa Unified School District

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

**Services Credential Cluster:**

**Daniel Elliott**, Cluster Leader  
Azusa Pacific University

**Patty Hachiya**  
Los Angeles County Office of Education (retired)

**Loretta Whitson**  
Monrovia Unified School District

**Dale Matson**  
Fresno Pacific University

## DOCUMENTS REVIEWED

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

## INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	Specialist Credential Cluster	TOTAL
Program Faculty	4	32	54	53	55	198
Institutional Administration	4	8	6	10	9	37
Candidates	9	24	89	109	98	329
Graduates	6	19	32	24	28	109
Employers of Graduates	7	2	15	46	13	83
Supervising Practitioners	7	3	35	2	28	75
Advisors	0	14	8	0	24	46
School Administrators	8	1	14	28	9	60
Credential Analyst	0	0	2	3	2	7
Advisory Committee	8	0	18	16	10	52

**TOTAL**

**996**

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

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

1. The decision for California State University, Northridge 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:

- Adapted Physical Education Credential
- Administrative Services Credential
  - Preliminary
  - Professional
- Clinical Rehabilitative Services Credential
  - Language Speech and Hearing
  - Audiology
  - Special Class Authorization
- Education Specialist Credentials
  - Preliminary Level I
    - Deaf and Hard of Hearing
    - Deaf and Hard of Hearing Internship
    - Early Childhood Special Education
    - Mild/Moderate Disabilities
    - Mild/Moderate Disabilities Internship
    - Moderate/Severe Disabilities
    - Moderate/Severe Disabilities Internship
    - Blended Program-Mild/Moderate Disabilities
  - Professional Level II
    - Deaf and Hard of Hearing
    - Early Childhood Special Education
    - Mild/Moderate Disabilities
    - Moderate/Severe Disabilities
- Health Services (School Nurse) Credential
- Multiple Subject Credential
  - Multiple Subject
  - CLAD/BCLAD Emphasis (Korean, Spanish)
  - Multiple Subject Internship

### Blended Program

- Pupil Personnel Services Credential
  - School Counseling
  - School Counseling Internship
  - School Psychology
  - School Psychology Internship
- Reading and Language Arts Specialist Credential
  - Reading Certificate
  - Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential
  - Single Subject Credential
  - CLAD/BCLAD Emphasis (Korean, Spanish)
  - Single Subject Internship
  - Blended Program- English, Mathematics

### 2. In addition:

- The institution's response to the preconditions is accepted
- California State University, Northridge is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- California State University, Northridge is placed on the schedule of accreditation visits for the 2007-2008 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

**SAN JOSE STATE UNIVERSITY**  
**MARCH 15-19, 2003**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The recommendation pertaining to the accreditation status of San Jose State University and all of its credential programs was determined according to the following:

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

## Team Membership

### Co-Chairs

#### State Team Leader:

Joel Colbert  
California State University, Dominguez Hills

#### NCATE Team Leader:

Aileen C. Trainer  
University of South Carolina

#### Common Standards Cluster:

Elizabeth Butler (NCATE Member)  
Inkom Elementary School (Idaho)

#### Member)

Jeanne Middleton-Hairston (NCATE  
Millsaps College (Mississippi)

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

Dana Espinosa (NCATE Member)  
East Carolina University (North Carolina)

Helen Williams (NCATE Member)  
Grant Middle School (New Mexico)

Bettie Spatafora (CCTC/COA Member)  
Seneca Elementary School (California)

#### Basic Credential Cluster:

Michael Jordan, Cluster Leader  
California State University, Fresno

Philip Romig  
Elk Grove Unified School District

Carol Adams, Reading Specialist  
Lompoc Unified School District

Chris Hopper  
Humboldt State University

Kathleen Taira

CalStateTeach, Los Angeles

**Education Specialist Credential Cluster:**

Caron Mellblom, Cluster Leader  
California State University, Dominguez Hills

Candace Kaye  
California State University, Long Beach

Bert Goldhammer  
Placer Hills Union School District

Nancy Tatum  
California Department of Education

**Services Credential Cluster I:**

Mary Purucker  
Santa Monica-Malibu Unified School District

Claudia Bays  
California State University, Sacramento

**Services Credential Cluster II:**

Gary Hoban, Cluster Leader  
National University

Marcel Soriano  
California State University, Los Angeles

Marian Reimann  
Los Angeles Unified School District

Santos Torres, Jr.  
California State University, Sacramento

## DOCUMENTS REVIEWED

University Catalog  
 Institutional Self Study  
 Course Syllabi  
 Candidate Files  
 Fieldwork Handbooks  
 Field Experience Notebooks  
 Schedule of Classes

Follow-up Survey Results  
 Needs Analysis Results  
 Information Booklets  
 Advisement Documents  
 Faculty Vitae  
 Portfolios

## INTERVIEWS CONDUCTED

	Team Leader	NCATE Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	Specialist Credential Cluster	TOTAL
Program Faculty	9	72	81	49	39	250
Institutional Administration	7	11	5	9	8	40
Candidates	21	36	132	92	101	382
Graduates	6	17	27	31	33	114
Employers of Graduates	4	7	31	19	7	68
Supervising Practitioners	11	5	37	22	31	106
Advisors	2	13	11	7	17	50
School Administrators	6	7	29	31	19	92
Credential Analyst	1	2	2	2	2	9
Advisory Committee	3	5	21	19	11	59

**TOTAL 1070**

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

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

1. The decision for San Jose State University 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:

- Adapted Physical Education Credential
- Administrative Services Credential
  - Preliminary
  - Professional
- Clinical Rehabilitative Services Credential
  - Language Speech and Hearing
  - Audiology
  - Special Class Authorization
- Education Specialist Credentials
  - Preliminary Level I
    - Deaf and Hard of Hearing
    - Early Childhood Special Education
    - Mild/Moderate Disabilities
    - Mild/Moderate Disabilities Internship
    - Moderate/Severe Disabilities
    - Moderate/Severe Disabilities Internship
  - Professional Level II
    - Deaf and Hard of Hearing
    - Early Childhood Special Education
    - Mild/Moderate Disabilities
    - Moderate/Severe Disabilities
- Health Services (School Nurse) Credential
- Library Media Specialist Credential
- Multiple Subject Credential
  - Multiple Subject
  - CLAD/BCLAD Emphasis (Vietnamese, Spanish)
  - Multiple Subject Internship
- Pupil Personnel Services Credential
  - School Counseling

School Counseling Internship  
School Social Work  
Child Welfare and Attendance

- Reading and Language Arts Specialist Credential  
Reading Certificate  
Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential  
Single Subject Credential  
CLAD Emphasis  
Single Subject Internship

2. In addition:

- The institution's response to the preconditions is accepted
- San Jose State University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- San Jose State University is placed on the schedule of accreditation visits for the 2007-2008 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

**LOYOLA MARYMOUNT UNIVERSITY**  
**March 22-26, 2003**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The recommendation pertaining to the accreditation status of Loyola Marymount University and all of its credential programs was determined according to the following:

NCATE's INSTITUTIONAL REPORT (IR) WHICH INCLUDED:

- The Institutional Overview
- Mission and Goal Statements
- Conceptual Framework
- Responses to the “NCATE 6” Standards

The University elected to use the NCATE format and to write to the NCATE Unit Standards. Information from the COA Common Standards was included in the NCATE format. The corresponding part of this report also utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the NCATE Standards (with the addition of appropriate additional information from the COA Common Standards) and voted as to whether each standard was met, not met, or met with areas of needed improvement (for the NCATE report); or met, met minimally with qualitative or quantitative concerns, or does not meet the standard (for the COA report).

#### PROGRAM STANDARDS:

The University prepared responses to program standards in the following documents:

- Multiple and Single Subject Credential Programs (S.B. 2042 Standards)
- Education Specialist Program (Mild/Moderate)
- Pupil Services: School Counseling Program
- Pupil Services: School Psychology Program
- Administrative Services Program

The Review Team was organized into clusters as follows:

- The NCATE/Common Standards Cluster
- The Basic Teacher Credential Programs Cluster
- The Service Credential Programs Cluster

The Program Clusters reviewed each standard and program element (with assistance from the NCATE/Common Standards Cluster) and all members voted on whether the standards were met, met minimally with qualitative or quantitative concerns, or does not meet the standard.

Team members reviewed the self-study documents, conducted numerous interviews, and reviewed extensive collections of evidence/documentation in the documents room.

**OVERALL RECOMMENDATION:** The decision to recommend Accreditation was based on team consensus that the six (6) NCATE Standards were met with identified areas for improvement in two standards for purposes of the NCATE report. For COA purposes, two standards were met minimally with qualitative concerns related to the NCATE areas for improvement. All elements of the eight (8) COA Common Standards were addressed within the context of the NCATE report. All Program

Standards were fully met with the exception of Standard 16 in the Multiple and Single Subject programs (Met with Concerns) and Standard 24 in the Pupil Personnel Services School Counseling program (Met Minimally with Qualitative Concerns).

## **Team Membership**

### **State Team Leader:**

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

### **Common Standards Cluster:**

**Pamela Fly**, Cluster Leader, NCATE Chair  
(Team Co-Chair)  
University of Central Oklahoma

**Sam Guerriero** (NCATE Member)  
Butler University, Indiana

**Susan R. Rokow** (NCATE Member)  
Beachwood City Schools, Ohio

**Viviana L. Lopez** (NCATE Member)  
Pershing Elementary School (Texas)

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

**Jim Reidt** (CCTC/COA Member)  
San Juan Unified School District

### **Basic Credential Cluster:**

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

**Gary Kinsey**  
California State Polytechnic University,  
Pomona

**Wanda Baral**  
Ocean View Elementary School District

**Beth Bythrow**  
Los Angeles Unified School District

**Robert Jorden**  
San Diego County Office of Education

(retired)

**Services Credential Cluster:**

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

**Cathy Turney**  
West Covina Unified School District

**Barbara Sorenson**  
Azusa Pacific University

## DOCUMENTS REVIEWED

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

## INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	37	62	44	22	165
Institutional Administration	10	35	9		54
Candidates	2	265	212	149	628
Graduates	2	95	70	75	242
Employers of Graduates	2	24	20	37	83
Supervising Practitioners	3	14	32	24	73
Advisors			15	8	23
School Administrators	2	29	14	40	85
Credential Analyst	1		3	1	5
Advisory Committee	13	12	18	18	61

**TOTAL**

**1419**

Note: Some of the interviews were conducted in a whole class setting, in which case the number of students in the class was listed. In some cases, individuals were interviewed by more than one cluster or more than one time (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 Loyola Marymount University and all of its credential programs

is **ACCREDITATION**

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

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

2. In Addition:

- The institution's response to the preconditions is accepted

- Loyola Marymount University is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Loyola Marymount University is placed on the schedule of accreditation visits for the 2007-2008 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

**SAN DIEGO STATE UNIVERSITY**  
**March 22-26, 2003**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with a Technical Stipulation**

**RATIONALE:**

The recommendation pertaining to the accreditation status of San Diego State University and all of its credential programs was determined according to the following:

**NCATE'S SIX STANDARDS AND CONCEPTUAL FRAMEWORK:** The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team, NCATE and COA, reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with weaknesses.

**PROGRAM STANDARDS:** Team clusters for (1) Basic credential programs, (2) Education Specialist credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate information and findings were provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, decided whether the program standards were either met, met minimally, or not met.

**OVERALL RECOMMENDATION:** The decision to recommend accreditation with Technical Stipulations was based on team consensus that the (6) NCATE standards were met with one standard (Standard #6, Unit to Governance and Resources) was met with qualitative concerns. The team also found that Multiple Subject/Single Subject Program Standards 8A: Pedagogical Preparation for Subject Specific Content Instruction by Multiple Subject Candidates; 8B Pedagogical Preparation for Subject

Specific Content by Single Subject Candidates and; Standard 16, Selection of Field Work Sites and Qualifications of Field Supervisors were all met with qualitative concerns. In addition to this, in the Education Specialist, Physical and Health Impairments Credential Program, Level One, Core Standard 17 was met minimally with quantitative concerns.

## Team Membership

### CO-CHAIRS

**Robert H. Monke**  
COA Chair  
California State University, Fresno

**Mary M. Harris**  
NCATE Chair, Common Standards  
Cluster Leader  
University of North Texas

### COMMON STANDARDS/ NCATE STANDARDS CLUSTER:

**Ethel Young**  
Kean University (New Jersey)

**Carmen Peters**  
Education Minnesota

**Janice Poda**  
South Carolina Department of Education

**Patricia Exner**  
Louisiana State University and A & M  
College

**Juan Flores**  
California State University, Stanislaus

**Doug Robinson**  
Simi Valley Unified School District

### BASIC CREDENTIAL CLUSTER:

**Mark Cary**, Cluster Leader  
Davis Joint Unified School District

**Rosemary Fahey**  
Chapman University

**David Simmons**  
Ventura County Office of Supt. of Schools

**Gloria Guzman Johannsen**

California State Polytechnic Univ, Pomona

**Katy Gould Anderson**  
California State University, Chico

**SPECIAL EDUCATION:**

**Linda Smetana**  
California State University, Hayward

**Sharon Jarrett**  
Los Angeles Unified School District

**Satoko Davidson**  
Vallejo City Unified School District

**Terry Saenz**  
California State University, Fullerton

**SCHOOL ADMINISTRATION:**

**Cameron McCune**  
Fullerton Unified School District

**SCHOOL NURSE:**

**Pat Ghiglieri**  
Folsom Cordova Unified School District

**PUPIL PERSONNEL SERVICES:**

**Marcia Weill**  
Folsom Cordova Unified School District

**Alex Pulido**  
California State University, Los Angeles

**LaVerne Aguirre-Parmley**  
Alum Rock Union Elementary School  
District

<b>DATA SOURCES</b>		
<b>INTERVIEWS CONDUCTED</b>		<b>DOCUMENTS REVIEWED</b>
Program Faculty	183	Catalog
Institutional Administration	57	Institutional Self Study
Candidates	494	Course Syllabi
Graduates	167	Candidate Files
Employers of Graduates	32	Fieldwork Handbook
Supervising Practitioners	119	Follow-up Survey Results
Advisors	28	Needs Analysis Results
School Administrators	35	Information Booklet
Credential Analyst	3	Field Experience Notebook
Advisory Committee	27	Schedule of Classes
Teacher Recruitment	3	Advisement Documents
Librarian	2	Faculty Vitae
Subject Matter Faculty	5	Adjunct Faculty Files
		Budgets
		Budget Report
		Faculty Handbook
		Program Advising Minutes
		Student Evaluation of Faculty
		Student Placement Files
		Full and Part-Time Faculty Ethnicity
		Final Program Exams
		Final Course Exams
		Faculty Evaluations (Institutional)
<b>TOTAL INTERVIEWS</b>	1155	

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

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

1. The decision for San Diego State University and all of its credential programs is **ACCREDITATION WITH A TECHNICAL STIPULATION.**

Following is the stipulation:

- The institution is required to meet all standards less than fully met within one year of the Committee on Accreditation action.

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

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

Reading Certificate  
Reading and Language Arts Specialist

- Single Subject Credential  
Single Subject Credential  
CLAD/BCLAD Emphasis (Korean, Spanish)

2. In addition:

- The institution's response to the preconditions is accepted
- San Diego State University is permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Diego State University be placed on the schedule of accreditation visits for the 2007-2008 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.



# **APPENDIX B**

## **Initial Program Accreditation Actions Taken by the Committee on Accreditation 2001-2002**

# **APPENDIX B**

## **Initial Program Accreditation Actions Taken by the Committee on Accreditation – 2002-2003**

### **Introduction**

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 2002-2003 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named in each listing.

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

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

#### **A. Programs of Professional Preparation for the Education Specialist Credential**

California Baptist University  
Level II  
Mild/Moderate Disabilities

California State University, Hayward  
Level I  
Mild/Moderate Disabilities Internship  
Moderate/Severe Disabilities Internship

California State University, Monterey Bay  
Level I  
Moderate/Severe Disabilities  
Moderate/Severe Disabilities Internship

California State University, San Bernardino  
Level I  
Early Childhood Special Education Certificate

Early Childhood Special Education  
Early Childhood Special Education Internship

Dominican University

Level II

Mild/Moderate Disabilities

Holy Names College

Level II

Mild/Moderate Disabilities

Loyola Marymount University

Level I

Mild/Moderate Disabilities Internship

Orange County Office of Education

Level I

Mild/Moderate Disabilities Internship

Pacific Oaks College

Level II

Mild/Moderate Disabilities

Point Loma Nazarene University

Level I

Mild/Moderate Disabilities

Mild/Moderate Disabilities Internship

Project Pipeline – Sacramento County Office of Education

Level I

Mild/Moderate Disabilities Internship

San Joaquin County Office of Education

Level I

Mild/Moderate Disabilities Internship

University of California, Berkeley

Level I

Mild/Moderate Disabilities (Extension Program)

Mild/Moderate Disabilities Internship (Extension Program)

University of LaVerne

Level I

Mild/Moderate Disabilities Internship

University of Southern California

Level I

Deaf and Hard of Hearing Internship

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

Reading Certificate

Chapman University  
Notre Dame de Namur University  
Santa Clara University  
University of California, San Diego

Reading and Language Arts Specialist Credential

Santa Clara University

**C. Programs of Professional Preparation for the Pupil Personnel Services Credential (New Standards)**

Azusa Pacific University  
School Counseling  
School Counseling Internship  
School Psychology  
School Psychology Internship

California State University, Dominguez Hills  
School Psychology  
School Psychology Internship

California State University, Fresno  
School Social Work  
Child Welfare and Attendance

California State University, Hayward  
School Psychology  
School Psychology Internship

California State University, San Bernardino  
School Counseling  
School Psychology  
School Psychology Internship

San Diego State University  
School Counseling  
School Psychology  
School Psychology Internship

School Social Work  
Child Welfare and Attendance Specialization

**D. Programs of Professional Preparation for the Multiple and Single Subject Credentials Under SB 2042 Standards**

Antioch University  
Multiple Subject

California State Polytechnic University, Pomona  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

California State University, Channel Islands  
Multiple Subject

California State University, Chico  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship  
Multiple Subject – Tri-Placement Program  
Single Subject – Tri-Placement Program

California State University, Dominguez Hills  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

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

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

California State University, Hayward (Integrated Pathway)  
Single Subject Credential  
Single Subject Internship

California State University, Long Beach

Multiple Subject  
Multiple Subject Internship

California State University, Los Angeles  
Multiple Subject  
Multiple Subject Internship  
Single Subject

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

Chapman University  
Multiple Subject Credential  
Single Subject Credential

Compton Unified School District  
Multiple Subject Internship

Concordia University  
Multiple Subject  
Single Subject

Dominican University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Holy Names College  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Humboldt State University  
Multiple Subject Credential

La Sierra University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Los Angeles Unified School District  
Multiple Subject Internship  
Single Subject Internship

Loyola Marymount University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Mount St. Mary's College  
Multiple Subject  
Single Subject

National University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Notre Dame de Namur University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Ontario Montclair School District  
Multiple Subject Internship

Point Loma Nazarene University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

San Diego City Unified School District  
Multiple Subject Internship  
Single Subject Internship

San Diego State University  
Multiple Subject BCLAD Emphasis  
Single Subject BCLAD Emphasis

San Diego State University (Includes Imperial Valley Campus)  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

San Francisco State University  
Multiple Subject Credential  
Multiple Subject Internship  
San Joaquin County Office of Education  
Multiple Subject Internship  
Single Subject Internship

Santa Clara University  
Multiple Subject  
Single Subject

Sonoma State University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Stanford University  
Single Subject

University of California, Davis  
Multiple Subject  
Single Subject

University of California, Los Angeles  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

University of California, Riverside  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

University of California, San Diego  
Multiple Subject  
Single Subject

University of California, Santa Cruz  
Multiple Subject  
Multiple Subject Internship  
Single Subject

University of La Verne

Multiple Subject  
Single Subject

University of San Diego  
Multiple Subject  
Single Subject

University of Southern California  
Multiple Subject  
Single Subject

University of the Pacific  
Multiple Subject  
Multiple Subject Internship

University of Phoenix  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

University of Redlands  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Vanguard University  
Multiple Subject  
Single Subject

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

California State University, Northridge  
Multiple Subject

Concordia University  
Multiple Subject/Liberal Studies

Dominican University  
Multiple Subject

Mount St, Mary's College  
Multiple Subject/Liberal Studies

**F. Approved Responses to Standard 20.5 – Use of Computer Based Technology in the Classroom for the Multiple and Single Subject Credential**

California State University

California State University, Los Angeles  
California State University, Sacramento  
Sonoma State University

University of California

University of California, Santa Cruz

District Internships

Compton Unified School District  
Los Angeles Unified School District  
Orange County Office of Education

Independent Colleges and Universities

Claremont Graduate University  
Dominican University  
Holy Names College  
National Hispanic University  
Pacific Union College  
Point Loma Nazarene University  
Santa Clara University  
Simpson College  
University of La Verne  
University of Southern California

**G. Professional Preparation Program Responses to Standard 13 Pursuant to AB 1059 (Ducheny)**

Alliant International University  
Multiple Subject Credential  
Single Subject Credential

Antioch University  
Multiple Subject Credential

Azusa Pacific University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential

Bethany College

Multiple Subject Credential  
Single Subject Credential

Biola University  
Multiple Subject Credential  
Single Subject Credential

California Baptist University  
Multiple Subject Credential  
Single Subject Credential

California Lutheran University

Multiple Subject Credential

Multiple Subject Internship

Single Subject Credential

Single Subject Internship

California Polytechnic State University, San Luis Obispo

Multiple Subject Credential

Multiple Subject Internship

Single Subject Credential

Single Subject Internship

California State Polytechnic University, Pomona

Multiple Subject Credential

Multiple Subject Internship

Single Subject Credential

Single Subject Internship

California State University, Bakersfield

Multiple Subject Credential

Multiple Subject Internship

Single Subject Credential

Single Subject Internship

California State University, Chico – Tri Placement

Multiple Subject Credential

Multiple Subject Internship

Single Subject Credential

Single Subject Internship

Multiple Subject (Tri-Placement)

Single Subject (Tri-Placement)

Multiple Subject BCLAD Emphasis

Single Subject, BCLAD Emphasis

California State University, Dominguez Hills

Multiple Subject Credential

Multiple Subject Internship

Single Subject Credential

Single Subject Internship

California State University, Fresno

Multiple Subject Credential

Multiple Subject Internship

Single Subject Credential

California State University, Long Beach

Single Subject Credential  
Single Subject Internship

California State University, Los Angeles  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

California State University, Monterey Bay  
Multiple Subject Credential  
Single Subject Credential

California State University, Sacramento  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

California State University, San Bernardino  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential

California State University, San Marcos  
Multiple Subject Credential  
Single Subject Credential

California State University, Stanislaus  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential

Cal State TEACH  
Multiple Subject Credential  
Multiple Subject Internship  
Christian Heritage College  
Multiple Subject Credential  
Multiple Subject Internship

Claremont Graduate University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Compton Unified School District  
Multiple Subject Internship

Concordia University  
Multiple Subject Credential  
Single Subject Credential

Dominican University  
Multiple Subject Credential  
Single Subject Credential

Fresno Pacific University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Holy Names College  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Hope International University  
Multiple Subject Credential

Inter-American College  
Multiple Subject Credential  
Single Subject Credential

John F. Kennedy University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

La Sierra University  
Multiple Subject Credential  
Single Subject Credential

Long Beach Unified School District  
Multiple Subject Internship

Los Angeles Unified School District  
Multiple Subject Internship  
Single Subject Internship

Loyola Marymount University  
Multiple Subject Credential  
Single Subject Credential

Mills College  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Mount St. Mary's College  
Multiple Subject Credential  
Single Subject Credential

National Hispanic University  
Multiple Subject Credential

New College of California  
Multiple Subject Credential

Nova Southeastern University  
Multiple Subject Credential

Occidental College  
Multiple Subject Credential  
Single Subject Credential

Ontario Montclair School District  
Multiple Subject Internship

Orange County Office of Education  
Multiple Subject Internship

Pacific Oaks College  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Pacific Union College  
Multiple Subject Credential  
Single Subject Credential

Patten College  
Multiple Subject Credential

Pepperdine University

Multiple Subject Credential  
Single Subject Credential

Point Loma Nazarene University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

San Diego City Unified School District  
Multiple Subject Internship  
Single Subject Internship

San Diego State University  
Multiple Subject Credential  
Multiple Subject BCLAD Emphasis  
Multiple Subject Internship  
Single Subject Credential  
Single Subject BCLAD Emphasis  
Single Subject Internship

San Francisco State University  
Single Subject Credential

San Joaquin County Office of Education  
Multiple Subject Internship  
Single Subject Internship

San Jose State University  
Multiple Subject Credential  
Multiple Subject Internship  
Multiple Subject (Integrated Pathway)  
Single Subject Credential

Santa Clara University  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Simpson College  
Multiple Subject Credential  
Single Subject Credential

Sonoma State University  
Single Subject Credential

St. Mary's College of California  
Multiple Subject Credential  
Single Subject Credential

The Master's College  
Multiple Subject Credential  
Single Subject Credential

University of California, Berkeley  
Multiple Subject Credential (Cal PIP)  
Multiple Subject Credential (DTE)  
Single Subject Credential (MUSE)  
Single Subject Credential (MACSME)

University of California, Davis  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

University of California, Irvine  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

University of California, Los Angeles  
Multiple Subject Credential  
Single Subject Credential

University of California, Riverside  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

University of California, San Diego  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

University of California, Santa Barbara  
Multiple Subject Credential  
Single Subject Credential

University of California, Santa Cruz  
Multiple Subject Credential  
Single Subject Credential

University of LaVerne  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

University of Phoenix  
Multiple Subject Credential

University of Redlands  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

University of San Diego  
Multiple Subject Credential  
Single Subject Credential

University of San Francisco  
Multiple Subject Credential  
Single Subject Credential

University of Southern California  
Multiple Subject Credential  
Single Subject Credential

University of the Pacific  
Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Vanguard University  
Multiple Subject Credential  
Single Subject Credential

Westmont College  
Multiple Subject Credential  
Single Subject Credential

Whittier College  
Multiple Subject Credential  
Single Subject Credential

## **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 Preparation for the Administrative Services Credential**

Loyola Marymount University  
Preliminary Internship

National University  
Preliminary Internship

### **B. Programs of Professional Preparation for the Pupil Personnel Services Credential (Old Standards)**

Azusa Pacific University  
School Counseling Internship  
School Psychology, Internship

# **APPENDIX C**

## **Additional Accreditation Actions Taken by the Committee on Accreditation 2002-2003**

# APPENDIX C

## Additional Accreditation Actions Taken by the Committee on Accreditation – 2002-2003

### Introduction

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 2002-20023 academic year. Actions include the withdrawal of programs, removal of accreditation stipulations and changing of accreditation status.

#### A. Withdrawal of Professional Preparation Programs

In January 2003, the Committee approved the voluntary withdrawal of the Adapted Physical Education Credential Program at **San Diego State University**, effective May 3, 2004.

In January 2003, the Committee approved the voluntary withdrawal of the Health Services School Nurse Program at the **University of California, San Francisco**, effective immediately.

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

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

In January 2003, the Committee voted to remove the technical stipulations placed on **California State University, Stanislaus** on the basis of information submitted by the institution and to change the accreditation status from "Accreditation with Technical Stipulations" to "Accreditation".

In May 2003, the Committee voted to remove the technical stipulations placed on the **University of San Diego** on the basis of information submitted by the institution and to change the accreditation status from "Accreditation with Technical Stipulations" to "Accreditation."

In May 2003, the Committee voted to remove the technical stipulations placed on **Bethany College** on the basis of information submitted by the institution

and to change the accreditation status of Bethany College from “Accreditation with Technical Stipulations” to “Accreditation

In May 2003, the Committee voted to remove the stipulations placed on the **National University**, based upon the Accreditation Re-Visit Team Report, team recommendations and staff recommendations. The Committee voted to change the accreditation status of the National University, from “Accreditation with Substantive Stipulations” to “Accreditation”.

In May 2003, the Committee voted to remove the stipulations placed on the **University of Redlands** based upon the Accreditation Re-Visit Team Report, team recommendations and staff recommendations. The Committee voted to change the accreditation status of the University of Redlands from “Accreditation with Substantive Stipulations” to “Accreditation”.

In May 2003, the Committee voted to remove the stipulations placed on **California State Polytechnic University, Pomona** based upon the Accreditation Re-Visit Team Report, team recommendations and staff recommendations. The Committee voted to change the accreditation status of California State Polytechnic University, Pomona from “Accreditation with Substantive Stipulations” to “Accreditation”.