



**NINTH ANNUAL  
ACCREDITATION REPORT**

**To the  
CALIFORNIA COMMISSION ON  
TEACHER CREDENTIALING**

**By the  
COMMITTEE ON ACCREDITATION**

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

**By the Committee  
on Accreditation**

**Assisted by the  
Professional Services Division**

**Sacramento, California  
August 2004**

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

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**COMMISSION ON TEACHER CREDENTIALING**

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(916) 323-4508 fax



COMMITTEE ON ACCREDITATION  
(916) 327-2967

August 19, 2004

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 *Ninth 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 2004-2005 as it implements the Commission's accreditation system.

2003-2004 was the seventh year that the Committee fully exercised its responsibilities under the *Accreditation Framework*. Through the continued receiving of accreditation team reports and the accreditation decision-making activity, the Committee has gained a comprehensive understanding of its work and continues to take steps to enhance its procedures.

The Committee now looks forward to maintaining the high standards set by the Commission for its accreditation responsibilities in 2004-2005. The Committee also stands ready to assist the Commission as it considers its accreditation policies for the future.

Sincerely,

David Madrigal  
Committee Co-Chair

Edward Kujawa  
Committee Co-Chair

# **The Committee on Accreditation**

## **June 2004**

### **California Commission on Teacher Credentialing** **Sacramento, California**

- **Fred Baker**, Professor  
School of Education & Integrative Studies  
Calif. State Polytechnic Univ., Pomona
- **David Madrigal**, COA Co-Chair  
Principal, John Muir Elementary School  
Antioch Unified School District
- **Diane Doe**, Teacher  
Peer Assistance and Review  
San Francisco Unified School District
- **Karen O'Connor**, Teacher  
Sunset Hills Elementary School  
Poway Unified School District
- **Lynne Cook**, Professor  
College of Education  
California State University, Northridge
- **Ruth Sandlin**, Chair, Ed. Psych & Couns.  
College of Education  
Calif. State University, San Bernardino
- **Irma Guzman-Wagner**, Dean  
College of Education  
California State University, Stanislaus
- **Sue Teele**, Director  
Education Extension  
University of California, Riverside
- **Dana Griggs**  
Assistant Superintendent  
Ontario Montclair School District
- **Donna Uyemoto**  
Chief Personnel Officer  
Dublin Unified School District
- **Edward Kujawa**, COA Co-Chair  
Dean, School of Business, Education  
and Leadership  
Dominican University
- **Michael Watenpaugh**  
Superintendent  
Cotati-Rohnert Park Unified School  
District

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

- **Beth Graybill**, 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 2003-2004, a summary of major accomplishments for the year and the adopted schedule of meetings for 2004-2005.

### **(1) Election of Co-Chairs for 2003-2004**

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 2003, the Committee elected Edward Kujawa and David Madrigal to serve as Co-Chairs during the 2003-2004 accreditation cycle.

### **(2) Schedule of Committee Meetings for 2003-2004**

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 2003-2004, the Committee on Accreditation held the following meetings.

August 21, 2003	Commission Offices, Sacramento
October 23, 2003	Commission Offices, Sacramento
January 22, 2004	Commission Offices, Sacramento
March 25, 2004	Commission Offices, Sacramento
May 20, 2004	Commission Offices, Sacramento

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

The Committee on Accreditation has now completed its seventh year of full accreditation decision-making responsibility. In addition to its major activity, hearing and acting upon two accreditation team reports and one accreditation re-visit, the COA made initial accreditation decisions for 270 professional preparation programs, mostly programs of professional preparation for multiple and single subject credentials in response to Senate Bill 2042 and programs of professional preparation for pupil personnel services credentials.

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. During the past year, the COA devoted a significant part of its activity to assisting the Commission in planning for the review of its accreditation policies and procedures. 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 2004-2005**

In order to fulfill its responsibilities and accomplish its workplan, the Committee on Accreditation has adopted a schedule for meetings for the 2004-2005 accreditation cycle.

August 19, 2004	Commission Offices, Sacramento
October 21, 2004	Commission Offices, Sacramento
January 27-28, 2005	Commission Offices, Sacramento
March 17, 2005	Commission Offices, Sacramento
June 9, 2005	Commission Offices, Sacramento

## **Section II. Accomplishment of the Committee's Workplan in 2003-2004**

On August 21, 2003, the Committee on Accreditation adopted its workplan for 2003-2004. The Committee's elected Co-Chairs presented this workplan to the Commission at the November 2003 Commission meeting. The nine items that follow represent the key elements of the 2003-2004 workplan for the Committee on Accreditation. They include a detailed explanation of each task and its current status.

### **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 continued to review the final report and provide assistance to the Commission in considering the results of the evaluation that may lead to making changes in the accreditation system and modification of 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 continued to conduct merged NCATE/COA accreditation visits and monitor the agreement in the same manner as during previous years to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each visit and that the process reduces duplication.

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 has delayed further efforts to negotiate formal memoranda of understanding with national professional education organizations as the Commission is reviewing its accreditation policies. The Committee will further consider this section of the *Framework*, evaluate the agreements previously made 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 are not given initial accreditation until the reviewers have determined that all of the Commission's program standards are met.

During the 2003-2004 year, the following number of programs were given initial accreditation:

Administrative Services Credential Programs	1
Pupil Personnel Services Credential Programs	49
Education Specialist Credential and Clinical Rehabilitative Services Credential Programs	11
Reading Certificate Programs	1
Reading and Language Arts Specialist Credential Programs	3
Multiple and Single Subject Credential Programs under the SB2042 Standards	138
Professional Preparation Program - Special Teaching Authorization in Health	1
Program of Preparation for the Fifth Year of Study	1
Blended Programs Of Subject Matter Preparation and Professional Preparation for the Multiple and Single Subject Credential Programs	11
Bilingual and Cross-Cultural Language and Academic Development (BCLAD) Emphasis Programs	54

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 postsecondary education institutions and school districts and their credential programs. This task normally makes 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 were two accreditation visits to colleges and universities. All visits were merged COA/NCATE visits. The following is a list of institutions visited.

### 2003-2004 Accreditation Visits

Institution	Accreditation Decision
California Lutheran University	This visit did not affect the status of full Accreditation granted by the COA in 2001.
University of the Pacific	Accreditation

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 institution that received stipulations in the 2002-2003 accreditation cycle. Based on the information received, the Committee acted to remove the stipulations and to change the accreditation status of institution, based upon the removal of stipulations. In addition, the COA acted 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 have been 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 makes 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 were presented. The Committee also received information about other Commission activities and actions that is related to accreditation issues.

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

The Committee on Accreditation adopted its Eighth Annual Accreditation Report in August 2003 and presented it to the California Commission on Teacher Credentialing at its November 2003 meeting. The COA Co-Chairs made presentations to the Commission at three of its meetings between January and May.

## **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 2003, the Co-Chairs were elected and the 2003-2004 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 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. During the spring of 2004, the COA worked with stakeholders to present a plan to the Commission for a comprehensive review of Commission accreditation policies and procedures. 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 2004-2005**

The items that follow represent the key elements of the 2004-2005 workplan for the Committee on Accreditation. In this year the Committee, with the assistance of the Accreditation Study Workgroup, will be heavily involved in activities related to the review of the Accreditation Framework and the COA accreditation procedures.

### **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 (American Institutes for Research) 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 and was the subject of discussion at subsequent COA meetings. An analysis of the AIR Report will be included in the larger review of

the *Accreditation Framework* initiated by the Commission at its May 2004 meeting when it appointed the Accreditation Study Workgroup to work with the COA in the review. During the 2004-2005 year, the Committee on Accreditation will be working closely with the Accreditation Study Workgroup and will ultimately provide recommendations for Commission consideration 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. The Accreditation Study Workgroup and the COA will also be reviewing the provisions in the *Accreditation Framework* related to NCATE and consider whether or not these provisions are still appropriate for California.

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 section 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 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. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for all of the 2003-2004 accreditation cycle, with the exception of merged

COA/NCATE visits. In March 2004 the Commission took further action to postpone accreditation visits originally scheduled for the 2004-2005 accreditation cycle. The Accreditation Study Workgroup and the Committee on Accreditation will advise the Commission on developing a new schedule for evaluation activities.

During the 2004-2005 year, there will be four 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

California State University, Dominguez Hills

California State University, Los Angeles

Sonoma State University

University of San Diego

**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 completed the evaluation of the *Accreditation Framework* and made decisions about future policies and procedures.

**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, 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. 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 - 2003-2004**

# **APPENDIX A**

## **Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visits Conducted - 2003-2004**

### **Introduction**

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 2003-2004 academic year, based upon team site visits. Merged NCATE/COA Accreditation visits were conducted for two institutions. The accreditation information is presented in two parts as follows:

- Accreditation team report information, including the accreditation team recommendation and the rationale for the recommendation, the team membership, and a summary of the documents reviewed and the interviews conducted.
- Committee on Accreditation action, including the Committee's accreditation decision, a list of credentials for which 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.)

### **California Lutheran University** **November 15-19, 2003** **(COA/NCATE Merged Accreditation Visit)**

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

**Team Recommendation: The Findings Of The Merged Team Do Not Change the COA Accreditation Status for California Lutheran University**

#### **Rationale**

In November 1999, a merged team of NCATE and COA representatives visited California Lutheran University (CLU). The COA report recommended accreditation of all credential programs operated by CLU, with two substantive 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 and multilingual public school region 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.”

A state team re-visit was conducted a year later and the team found that the items covered in the stipulations had been appropriately addressed, and recommended that the stipulations be removed. The recommended action was taken by the COA.

At the original visit, the report by the NCATE Board of Examiners recommended initial accreditation for CLU. However the Unit Accreditation Board of NCATE did not accept that recommendation and denied initial NCATE accreditation. CLU reapplied for initial accreditation and the 2003 merged visit was for that purpose. Since the accreditation of credential programs by the COA was still in effect, and CLU was not scheduled for another state visit for some time, it was determined that the state team members on the 2003 merged team would evaluate credential programs for the purpose of assisting in collecting data and in recommending the NCATE accreditation status.

### **Team Membership**

#### **NCATE Board of Examiners Team**

##### **Members:**

**Nancy L. Williams** (Team Co-Chair)

**Clara Burrows**

**Deborah Kraker**

**Gwendolyn Trotter**

#### **State Team**

##### **Members:**

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

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

**Cathy Buell**  
San Jose State University

**Jim Reidt**  
San Juan Unified School District

**State Consultants:**

**Phil Fitch**

California Commission on Teacher Credentialing

**Beth Graybill**

California Commission on Teacher Credentialing

**NEA Representative:**

**Leslie Littman**

California Teachers Association

The merged team again reviewed the programs at CLU and as a result of the accreditation visit, the COA/NCATE team found that all six NCATE Standards were met with certain areas for improvement noted. The team recommended to the NCATE Unit Accreditation Board that initial accreditation be granted. The team recommendation was considered by the Unit Accreditation Board of NCATE at its March 2004 meeting and initial NCATE accreditation was awarded.

**University of the Pacific**  
**March 27-31, 2004**  
**(COA/NCATE Merged Accreditation Visit)**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale:**

The recommendation pertaining to the accreditation status of University of the Pacific 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, 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: The University prepared responses to program standards in the following documents:

Multiple and Single Subject Credential Programs  
Education Specialist Programs  
Administrative Services Programs  
Pupil Services: School Psychology Programs  
Clinical Rehabilitative Services Program

Team clusters for (1) Basic credential programs, and (2) 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 two identified areas for improvement for purposes of the NCATE report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, that all internship elements were met in the context of the NCATE report, and that all Program Standards were met for all 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:**  
**Ron Colbert**, Cluster Leader,  
NCATE Chair (Team Co-Chair)  
Fitchburg State College, Massachusetts

**Marianne G. Handler** (NCATE Team Member)  
National-Louis University, Illinois

**Dayne Antwine** (NCATE Team Member)  
Lubbock Independent School District, Texas

**Karen C. Roark** (NCATE Team Member)  
Cohutta Elementary School, Virginia

**Jeri A. Carrol** (NCATE Tam Member)  
Wichita State University, Kansas

**Cheryl Getz** (State Team Member)  
University of San Diego

**Mark Cary** (State Team Member)  
Davis Joint Unified School District

**Basic Credential Cluster:**

**Michael Jordan**, Cluster Leader  
California State University, Fresno

**Bettie Spatafora**  
Moreno Valley Unified School District

**Mel Lopez**  
Chapman University

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

**Services Credential Cluster:**

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

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

**Terry Saenz**  
California State University, Fullerton

### Data Sources

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	<b>TOTAL</b>
Program Faculty	3	14	30	31	<b>78</b>
Institutional Administration	3	12	4	9	<b>28</b>
Candidates	2	6	63	57	<b>128</b>
Graduates	3	7	46	45	<b>101</b>
Employers of Graduates	1		6	13	<b>20</b>
Supervising Practitioners	2	6	22	14	<b>44</b>
Advisors				7	<b>7</b>
School Administrators		5	4	15	<b>24</b>
Credential Analyst			2	1	<b>3</b>
Advisory Committee			4	10	<b>14</b>
<b>TOTAL INTERVIEWS</b>					<b>447</b>

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

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

1. The decision for the University of the Pacific is **ACCREDITATION**.

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

- Administrative Services Credential
  - Preliminary Credential
  - Preliminary Internship
  - Professional Credential
- Clinical Rehabilitative Services Credential
  - Language Speech and Hearing

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

2. In addition:

- The institution’s response to the preconditions is accepted
- The University of the Pacific is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- The University of the Pacific is placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

# **APPENDIX B**

## **Initial Program Accreditation Actions Taken by the Committee on Accreditation 2003-2004**

# **APPENDIX B**

## **Initial Program Accreditation Actions Taken by the Committee on Accreditation – 2003-2004**

### **Introduction**

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 2003-2004 academic year. For each program area, the program sponsors are listed in alphabetical order. For each of the sponsors, 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 program sponsors listed responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that described how each standard and precondition was met and that included appropriate supporting evidence. The program proposals were read by the appropriate review panels following the procedures adopted by the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

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

California State University, Channel Islands

Preliminary Level I

Mild/Moderate Disabilities

Mild/Moderate Disabilities Internship

California State University, Monterey Bay

Preliminary Level I

Mild/Moderate Disabilities with Internship

California State University, San Bernardino

Professional Level II

Early Childhood Education

Claremont Graduate University  
Preliminary Level I  
Mild/Moderate Disabilities  
Mild/Moderate Disabilities Internship

National University  
Early Childhood Special Education Certificate

Orange County Office of Education  
Preliminary Level I  
Mild/Moderate Internship

Sacramento County Office of Education  
Professional Level II  
Mild/Moderate Disabilities

San Diego Unified School District  
Preliminary Level I  
Mild/Moderate District Internship Program

Stanislaus County Office of Education  
Preliminary Level I  
Mild/Moderate District Internship Program

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

Reading Certificate  
National University

Reading and Language Arts Specialist Credential  
Notre Dame de Namur University  
University of California, Los Angeles  
University of California, Riverside

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

Alliant International University  
School Psychology  
School Psychology Internship

California State University, Bakersfield  
School Counseling

California State University, Dominguez Hills  
School Counseling  
School Counseling Internship  
Child Welfare and Attendance Specialization

California State University, Fresno  
School Counseling  
School Psychology  
School Psychology Internship

California State University, Hayward  
School Counseling

California State University, Long Beach  
School Counseling  
School Counseling Internship  
School Psychology

California State University, Los Angeles  
School Counseling  
School Counseling Internship  
School Psychology  
School Psychology Internship  
Child Welfare and Attendance

California State University, Northridge  
School Counseling  
School Counseling Internship  
School Psychology  
School Psychology Internship

California State University, Sacramento  
School Psychology  
School Psychology Internship

California State University, San Bernardino  
School Social Work

California State University, Stanislaus  
School Counseling  
Fresno Pacific University  
School Counseling  
School Psychology  
School Psychology Internship

Humboldt State University

School Psychology  
School Psychology Internship

La Sierra University  
School Psychology  
School Psychology Internship

Loma Linda University  
School Counseling

Loyola Marymount University  
School Psychology  
School Psychology Internship

Phillips Graduate Institute  
School Counseling

Point Loma Nazarene University  
School Counseling  
School Counseling Internship

University of California, Berkeley  
School Social Work  
Child Welfare and Attendance Specialization

University of California, Riverside  
School Counseling (Extension)  
School Counseling Internship (Extension)  
Child Welfare and Attendance (Extension)

University of Redlands  
School Counseling

University of San Francisco  
School Counseling  
School Counseling Internship

University of Southern California  
School Counseling  
School Counseling Internship

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

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

Bethany College  
Multiple Subject  
Single Subject

Biola University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

California Baptist University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

California Lutheran University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

California Polytechnic State University, San Luis Obispo  
Multiple Subject  
Single Subject

California State University, Channel Islands  
Single Subject  
Single Subject Internship

California State University, Hayward  
Single Subject (Discrete Pathway)  
Single Subject Internship (Discrete Pathway)

California State University, Long Beach  
Single Subject  
Single Subject Internship

California State University, Los Angeles  
Single Subject Internship

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

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

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

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

CalState TEACH  
Multiple Subject  
Multiple Subject Internship

Chapman University  
Multiple Subject (University College)  
Multiple Subject Internship (University College)  
Single Subject (University College)  
Single Subject Internship (University College)  
Multiple Subject (Orange Campus)  
Single Subject (Orange Campus)  
Multiple Subject Internship (Orange Campus)  
Single Subject Internship (Orange Campus)

Christian Heritage College

Multiple Subject  
Single Subject

Claremont Graduate University  
Multiple Subject Internship  
Single Subject Internship

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

Hope International University  
Multiple Subject

Humboldt State University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

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

The Master's College  
Multiple Subject  
Single Subject

Mills College  
Multiple Subject  
Single Subject

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

New College  
Multiple Subject

Occidental College  
Multiple Subject  
Single Subject

Orange County Department of Education  
Multiple Subject Internship

Pacific Oaks College  
Multiple Subject  
Multiple Subject Internship

Patten University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Pepperdine University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Project Pipeline (Sacramento County Office of Education)  
Multiple Subject Internship  
Single Subject Internship

San Diego State University  
Single Subject Internship (CRSME)

San Francisco State University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Simpson College  
Multiple Subject  
Single Subject

Stanford University  
Multiple Subject

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

University of California, Berkeley  
Multiple Subject  
Single Subject

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

University of California, Los Angeles  
Multiple Subject Internship (Extension Program)

University of California, Santa Barbara  
Multiple Subject  
Single Subject

University of the Pacific  
Single Subject  
Single Subject Internship

University of San Francisco  
Multiple Subject  
Multiple Subject Internship  
Single Subject

Western Governor's University  
Multiple Subject  
Multiple Subject Internship  
Single Subject  
Single Subject Internship

Westmont College  
Multiple Subject  
Single Subject

Whittier College  
Multiple Subject  
Multiple Subject Internship

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

California State University, Los Angeles  
Elementary Subject Matter/Multiple Subject  
Elementary Subject Matter/Education Specialist Internship

California State University, Sacramento  
Physical Education/Single Subject  
Mathematics/Single Subject  
Elementary Subject Matter/Multiple Subject

Dominican University  
Elementary Subject Matter/Multiple Subject

Humboldt State University  
Elementary Subject Matter/Multiple Subject

San Francisco State University  
Liberal Studies (Child & Adolescent Development)  
Multiple Subject Credential

University of California, Riverside  
Mathematics  
Single Subject Credential

**F. Programs of Professional Preparation for the Administrative Services Credential**

University of California, Berkeley  
Professional Credential

**G. Programs of Professional Preparation for the Bilingual and Cross-Cultural Language and Academic Development (BCLAD) Emphasis**

The Committee granted permission to the following programs to offer the BCLAD Emphasis Program based upon the SB2042 Standards:

California Lutheran University  
Multiple Subject  
Single Subject

California Polytechnic State University, San Luis Obispo  
Multiple Subject

California State Polytechnic University, Pomona  
Multiple Subject  
Single Subject

California State University, Bakersfield  
Multiple Subject

California State University, Chico  
Multiple Subject  
Single Subject

California State University, Dominguez Hills  
Multiple Subject  
Single Subject

California State University, Fresno  
Multiple Subject

California State University, Long Beach  
Multiple Subject

California State University, Los Angeles  
Multiple Subject  
Single Subject

California State University, Monterey Bay  
Multiple Subject

California State University, Northridge  
Multiple Subject Credential  
Single Subject Credential

California State University, Sacramento  
Multiple Subject  
Single Subject

California State University, San Bernardino  
Multiple Subject

California State University, San Marcos  
Multiple Subject  
Single Subject

California Sate University, Stanislaus  
Multiple Subject Credential  
Single Subject Credential

Chapman University  
Multiple Subject (Orange Campus)

Fresno Pacific University  
Multiple Subject

Single Subject

Los Angeles Unified School District Intern Program  
Multiple Subject

Loyola Marymount University  
Multiple Subject  
Single Subject

National University  
Multiple Subject  
Single Subject

National Hispanic University  
Multiple Subject  
Single Subject

New College  
Multiple Subject

Sonoma State University  
Multiple Subject

Stanford University  
Multiple Subject

University of California, Davis  
Multiple Subject  
Single Subject

University of California, Irvine  
Multiple Subject  
Single Subject

University of California, Los Angeles  
Multiple Subject  
Single Subject

University of California, Riverside  
Multiple Subject Credential

University of California, San Diego  
Multiple Subject  
Single Subject

University of California, Santa Barbara  
Multiple Subject  
Single Subject

University of California, Santa Cruz  
Multiple Subject  
Single Subject

University of LaVerne  
Multiple Subject

University of the Pacific  
Multiple Subject

University of San Diego  
Multiple Subject

University of San Francisco  
Multiple Subject  
Single Subject

University of Southern California  
Multiple Subject  
Single Subject

**H. Program of Professional Preparation for the Special Teaching Authorization in Health**

California State University, San Bernardino

**I. Program of Preparation for the Fifth Year of Study**

Point Loma Nazarene University

# **APPENDIX C**

## **Additional Accreditation Actions Taken by the Committee on Accreditation 2003-2004**

# **APPENDIX C**

## **Additional Accreditation Actions Taken by the Committee on Accreditation – 2003-2004**

### **Introduction**

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 2003-2004 academic year. Actions include the withdrawal of programs, removal of accreditation stipulations and changing of accreditation status.

#### **A. Withdrawal of Professional Preparation Programs**

In August 2003, the Committee approved the voluntary withdrawal of the Multiple Subject Internship Program at the **University of California, San Diego**, effective June 30, 2004.

In January 2004, the Committee approved the voluntary withdrawal of the Multiple Subjects Credential Program at **Nova Southeastern University**, effective December 31, 2004.

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. Request for Extension of Experimental Program**

In August 2003, the Committee agreed to grant a three-year extension to the following experimental combined program of professional preparation:

University of California, San Diego  
Multiple Subject BCLAD Emphasis (American Sign Language/ASL)  
Education Specialist: Deaf and Hard of Hearing

**C. Removal of Accreditation Stipulations and Change of Institutional Accreditation Status**

In March 2004, the Committee voted to remove the substantive stipulations placed on the **University of Southern California** based the Accreditation Re-Visit Team Report, team recommendations and staff recommendations. The Committee voted to change the accreditation status from “Accreditation with Substantive Stipulations” to “Accreditation”.