



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**TWELFTH ANNUAL
ACCREDITATION REPORT**

To the
**CALIFORNIA COMMISSION ON
TEACHER CREDENTIALING**

By the
COMMITTEE ON ACCREDITATION

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

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COMMISSION ON TEACHER CREDENTIALING

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**COMMITTEE ON ACCREDITATION**

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August 8, 2007

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation, we submit to the California Commission on Teacher Credentialing the *Twelfth Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year and its proposed workplan for 2007-2008 as it implements the Commission's accreditation system.

2006-2007 was the ninth year that the Committee fully exercised its responsibilities under the *Accreditation Framework*. Through the continued receiving of accreditation team reports and the accreditation decision-making activity, the Committee has gained a comprehensive understanding of its work 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 2007-2008. The Committee also stands ready to assist the Commission as it considers its accreditation policies for the future.

Sincerely,

Lynne Cook
Committee Co-Chair

Dana Griggs
Committee Co-Chair

The Committee on Accreditation

June 2007

California Commission on Teacher Credentialing Sacramento, California

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- **Teri Clark**, Administrator of Accreditation, Professional Services Division
- **Jo Birdsell**, Consultant, Professional Services Division
- **Cheryl Hickey**, Consultant, Professional Services Division
- **Teri Ackerman**, Analyst, Professional Services Division

Section I. Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation during the past year, including the organization of the Committee, list of meetings for 2006-2007, a summary of major accomplishments for the year and the adopted schedule of meetings for 2007-2008.

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

In developing its procedures, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. In August of 2006, the Committee voted to amend this procedure and elected Lynne Cook and Dana Griggs to serve as Co-Chairs for an additional year, during the 2006-2007 accreditation year.

(2) Schedule of Committee Meetings for 2006-2007

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

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

(3) Major Accomplishments of the Committee on Accreditation

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

Each year, the Committee has made improvements in the accreditation procedures or in its own procedures. The COA scheduled regular discussions at a number of its meetings about ways to improve the accreditation process and procedures. The Committee continued a practice, initiated during its first year, of scheduling a de-briefing discussion about the accreditation decision-making process taken at meetings in which an accreditation decision was made. The discussions have continued to be very helpful to the Committee in “fine tuning” the accreditation procedures. Over time the COA has incorporated a number of refinements in the accreditation decision-making process. The major effort of the last year was completing the review of the accreditation system, in conjunction with the Accreditation Study Work Group as requested by the Commission. In summary, the Committee on Accreditation has completed its workplan, and looks forward to continuing to exercise its responsibility to implement the Commission’s accreditation system.

(4) Schedule of Committee Meetings for 2007-2008

In order to fulfill its responsibilities and accomplish its work plan, the Committee on Accreditation adopted a schedule for meetings for the 2007-2008 accreditation cycle.

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

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

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

Task 1 Begin Implementation of a Revised Accreditation System

During the 2006-2007 year, the Committee on Accreditation worked closely with the Accreditation Study Work Group in completing a comprehensive review of the Commission's accreditation process. Early in the 2006-2007 year, the Commission took action on the majority of the recommendations. The COA worked to begin transition to the revised system and revised the Accreditation Framework.

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

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) was last renewed in October 2001. The COA has continued monitoring the agreement in the same manner as during previous years to make certain that the implementation of the partnership assures that state issues are appropriately addressed in each visit and that the process reduces duplication. The agreement with NCATE was due to expire in December 2006, but was extended for one year until December 2007. The COA began work on the next renewal of the Partnership Agreement.

As part of the implementation of the *Accreditation Framework*, the Committee can negotiate formal memoranda of understanding with national professional education organizations. These memoranda would govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. Currently, there are no such agreements in place. The Committee delayed further efforts to negotiate formal memoranda of understanding with national professional education organizations while the accreditation review was being completed. During 2007-2008 the COA will complete its work regarding substitution of national professional association standards for state accreditation and present findings about this portion of the *Framework* to the Commission and advise on possible changes that should be made.

Task 3 Review and Initial Accreditation of New Credential Programs

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

During the 2006-2007 year, the number of programs granted initial accreditation was as follows:

Administrative Services Credential Programs	53
Education Specialist Credential Programs	20
Multiple and Single Subject Credential Programs	4
Pupil Personnel Services Credential Programs	7
Fifth Year of Study Programs	1
Special Teaching Authorization in Health Programs	1
Reading Language Arts Specialist Credential	3

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

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

During the 2006-2007 year, there were six university accreditation visits. The visits were merged CTC/NCATE visits. A total of 74 state accreditation team members and 30 national team members participated in the visits. Following are the names of the institutions and the accreditation decisions of the Committee on Accreditation.

2006-2007 Accreditation Visits

Institution	Accreditation Decision
Azusa Pacific University	Accreditation
California State University, Chico	Accreditation with Technical Stipulations
California State University, Long Beach	Accreditation
California State University, Monterey Bay	Accreditation with Technical Stipulations
California State University, San Marcos	Accreditation
San Francisco State University	Accreditation decision postponed until the August 2007 COA Meeting.

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

Task 5 Revise the Accreditation Handbook and Board of Institutional Reviewers Training Curriculum

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. Minor modifications of accreditation procedures are incorporated into the accreditation process and the training curriculum as they occur. However, activities related to the *Accreditation Handbook* and team training were postponed during 2006-07 until the Commission adopted recommendations related to the revised Accreditation System and the completion of the revised *Accreditation Framework*. The COA *Draft Accreditation Framework* was presented to the Commission in June 2007.

Task 6 Maintain Public Access to the Committee on Accreditation

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

Task 7 Receive Regular Updates on Commission Activities Related to Accreditation

During the past year, the Committee and the Accreditation Study Work Group in which four COA members were regular members, received extensive information from staff and interested stakeholders about Commission activities and actions related to accreditation issues in the context of the accreditation review.

Task 8 Preparation and Presentation of COA Reports to the Commission

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

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

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual, as appropriate. In August 2006, the Co-Chairs were elected and the 2006-2007 workplan was adopted. The 2006-2007 schedule of meetings was adopted in June 2006.

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

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

The items that follow represent the key elements of the 2007-2008 workplan for the Committee on Accreditation. Because the COA anticipates being fully involved in the implementation phase of a revised accreditation system, the major tasks before the COA during the next year will focus on transition to a revised system and development of implementation procedures based upon new Commission policies on accreditation.

Task 1 Begin Implementation of a Revised Accreditation System

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

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

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) will expire in December, 2007. The COA has continued monitoring the agreement in the same manner as during previous years to make certain that the implementation of the partnership in state issues being appropriately addressed in each visit and that the process reduces duplication. The COA will begin work on a review of the Partnership Agreement, in light of a revised *Accreditation Framework*. Work has begun on the next renewal of the Partnership Agreement and will be completed in 2007-08.

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with some national professional education organizations. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee also delayed further efforts to negotiate formal memoranda of understanding with some national professional education organizations while the accreditation review was being completed. Once the Commission acts on the revised *Framework*, the COA will resume its efforts to work with national professional education organizations in the context of the revised accreditation system.

Task 3 Review and Initial Accreditation of New Credential Programs

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

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

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

As directed by the Commission, site visits will be resumed to all sponsors and will not include only joint NCATE visits.

Task 5 Revise the *Accreditation Handbook* and Board of Institutional Reviewers (BIR) Training Curriculum

Activities related to the *Accreditation Handbook* and BIR training will become a major focus of the COA once the Commission adopts the revised *Accreditation Framework*. The COA will need to develop a new team training curriculum and begin training activities. The *Accreditation Handbook* will need to be revised to be consistent with the revised accreditation system.

Task 6 Maintain Public Access to the Committee on Accreditation

The Committee will make formal presentations upon request. All meetings of the COA are held in public. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website. The COA will be scheduling technical assistance meetings to provide information about the revised accreditation system to program sponsors.

Task 7 Receive Regular Updates on Commission Activities Related to Accreditation

The Committee will be receiving information about Commission activities and actions that are related to accreditation issues. The COA will also solicit information, suggestions and concerns about the accreditation system. A liaison from the Commission has been appointed and will attend COA meetings.

Task 8 Preparation and Presentation of COA Reports to the Commission

The Committee on Accreditation will present its annual report to the California Commission on Teacher Credentialing in the fall. Additional updates and reports to the Commission will be provided throughout the year involving COA members when appropriate.

**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. The Committee conducts an on-going review of the

accreditation process. As a result of the information gathered, 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 in 2006-2007

APPENDIX A

Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visits Conducted in 2006-2007

Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 2006-2007 academic year, based upon the team site visit. Merged NCATE/COA Accreditation visits were conducted for six institutions. The accreditation information is presented in two parts as follows:

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

**California State University, Monterey Bay
November 11-15, 2006
(COA/NCATE Merged Accreditation Visit)**

At its February 2007 meeting, the Committee on Accreditation took the following actions on this team report and recommendation:

*The decision for California State University, Monterey Bay is **Accreditation with Technical Stipulations**.*

Following are the stipulations:

- *That the institution provide evidence that all Common Standards listed as "Met with Concerns" have been fully met. This includes*
 - *Common standard 2 about grievance procedures,*
 - *Common standard 3 about candidate use of technology and clinical faculty training and development, and*
 - *Common standard 4 about candidate placements with students having exceptionalities*
- *That the institution provide evidence that all Program Standards listed as "Met with Concerns" have been fully met. This includes*

- *Program Standards 8A and 8B related to Pedagogical Preparation for Subject-Specific Content Instruction,*
- *Program Standard 14 related to Preparation to Teach Special Populations,*
- *Program Standard 16 related to Qualifications of Field Supervisors and*
- *Program Standard 18 related to Pedagogical Assignments and Formative Assessments*

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale:

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

The recommendation pertaining to the accreditation status of California State University, Monterey Bay and its credential programs was determined based on the following:

1. **NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK:** The University elected to use the NCATE format and to write to NCATE's unit standards to meet the CTC Common Standards requirement. There was extensive cross-referencing to the CTC Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and decided as to whether the standard was met, not met, or met with areas of improvement or concern.
2. **PROGRAM STANDARDS CUSTER:** Team members reviewed the Multiple and Single Subject Programs – including internship, Multiple Subject BCLAD Emphasis Program, and Education Specialist Mild/Moderate and Moderate/Severe – including internship and Level II. Discussion of findings and appropriate input by individual team members and by the total merged team membership was held. Following these discussions of each program reviewed, the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.
3. **ACCREDITATION RECOMMENDATION:** The decision to recommend Accreditation was based on team consensus about the findings on the standards. All elements of the CCTC Common Standards were addressed within the context of the NCATE report institutional report. For the six NCATE standards, the team determined that all standards were met with the exception of Standard Two – Assessment System and Unit Evaluation. For NCATE purposes, the standard was not met with three areas for improvement and for state purposes, the standard was met with a concern. For the remaining standards the

team determined that for NCATE purposes, there were seven areas for improvement identified. For state purposes, the team decided that Standard Three – Field Experiences and Clinical Practice was met with concerns and Standard Four – Diversity was met with a concern.

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

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

Team Membership

State Team Leader: Marilyn Draheim (Team Co-Chair)
University of the Pacific

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

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

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

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

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

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

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Course Materials
Information Booklets
Field Experience Notebooks

Schedule of Classes
Advisement Documents
Faculty Vitae
Portfolios
Candidate Work Samples
Exit Surveys
Assessment Data
Follow-up Survey Results

INTERVIEWS CONDUCTED

	Team Leader	Common Standards	MS/SS Credential	Ed. Spec. Credential	Total
Program Faculty	4	17	17	5	43
Institutional Administration	6	12	4	4	26
Candidates	8	34	41	36	119
Graduates	4	9	21	37	71
Employers of Graduates	1	4	3	9	17
Supervising Practitioners	4	6	8	11	29
Advisors	2	2	3	2	9
School Administrators	3	5	7	11	26
Credential Analyst	1	1	1	1	4
Tech Support	2	2	2	2	8
Advisory Committee	3	3	7	4	17
TOTAL					369

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

B. Committee on Accreditation Action

- (1) The decision for California State University, Monterey Bay and all of its credential programs: **ACCREDITATION**

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

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

- Single Subject Credential

Single Subject
Single Subject Internship

- Education Specialist Credentials
Preliminary Level I
Mild/Moderate Disabilities
Mild/Moderate Disabilities Internship
Moderate/Severe Disabilities
Moderate/Severe Disabilities Internship
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities

(2) Staff recommends that:

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

CALIFORNIA STATE UNIVERSITY SAN MARCOS
March 17-21, 2007
(COA/NCATE Merged Accreditation Visit)

A. Team Recommendation: Accreditation

Rationale:

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

The recommendation pertaining to the accreditation status of California State University, San Marcos and all of its credential programs was determined based on the following:

1. **NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK:** The university elected to use the NCATE (National Council for the Accreditation of Teacher Education) format and to write to NCATE's unit standards to meet the (Committee on Accreditation) COA Common Standards requirement. There was extensive cross-referencing of the COA Common Standards. 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:** A team cluster for credential programs (Multiple Subject, Multiple Subject BCLAD Emphasis, Single Subject, Single Subject BCLAD Emphasis), Reading/Language Arts Specialist, Education Specialist, Levels I and II – Mild/Moderate and Moderate/Severe – including internship, and Preliminary Administrative Services) reviewed all available data regarding those credential programs. Advanced Specialization programs were also reviewed by the NCATE team. Appropriate input by individual team members and by the total merged team membership was provided to the cluster. Following discussion of each program reviewed by the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.
3. **ACCREDITATION RECOMMENDATION:** The decision to recommend Accreditation was based on team consensus that the six NCATE Standards were met, with nine identified areas for improvement for purposes of the NCATE report and the six standards were met with four identified concerns for purposes of the COA report, that all elements of the CTC Common Standards were addressed and met within the context of the NCATE report. The team decided that state program standards were met for all programs, but concerns were identified within elements of one standard for the Multiple Subject and Single Subject Programs. For both of these programs, concerns were expressed

about Program Standard 16 – Fieldwork Sites and Qualifications of Field Supervisors, and Program. For the Multiple Subject and Single Subject BCLAD programs concerns were expressed by the team in reference to Program Standard 1: Program Design in addition to the concern with Program Standard 16. In addition, for the Reading and Language Arts Specialist Credential Program, Program Standard 16: Advanced Clinical Experiences is met with concerns. The following report further explains these findings.

ACCREDITATION TEAM

State Team Leader: **Arlinda Eaton** (Team Co-Chair)
California State University, Northridge

NCATE Team Leader: **Nicholas M. Michelli** (Team Co-Chair and
Common Standards Cluster Leader)
City University of New York

NCATE/Common Standards Cluster:

Suzanne Brown (NCATE Member)
University of Houston-Clear Lake

Marriane H. Coleman (NCATE Member)
Hueytown High School

Cynthia Jackson Hammond (NCATE Member)
Winston-Salem State University

Kathlene S. Shank (NCATE Member)
Eastern Illinois University

Mel Hunt (CTC/COA Member)
Saint Mary’s College of California

Gary Kinsey (CTC/COA Member)
California State Polytechnic University, Pomona

State Team Members:

Helene Mandell (Cluster Leader)
CalState TEACH

Barbara Black
San Juan Unified School District

Carol Franklin
University of Redlands

Beth Lasky
California State University, Northridge

Mary H. Lewis
Los Angeles Unified School District

Edmundo Litton
Loyola Marymount University

Melinda Medina
San Diego City Schools

DOCUMENTS REVIEWED

University Catalog	Portfolios
Institutional Self Study	Candidate work samples
Course syllabi	Exit Survey results
Candidate files	Assessment data
Fieldwork handbooks	Follow-up Survey results
Course materials	Schedule of Classes
Information booklets	Advisement documents
Field Experience Handbooks	Faculty vitae

INTERVIEWS CONDUCTED

	Common Standards Cluster	Credential Cluster	TOTAL
Program Faculty	19	59	78
Institutional Administration	5	6	11
Candidates	30	97	127
Graduates	14	66	80
Employers of Graduates	6	9	15
Supervising Practitioners	2	40	42
Advisors	5	11	16
School Administrators	15	28	43
Credential Analyst	2	3	5
Tech Support	0	0	0
Advisory Committee	3	4	7
Distinguished Teachers In Residence	9	5	14

On Site Supervisors	8	2	10
	TOTAL		448

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 Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for California State University, San Marcos and all of its credential programs: **ACCREDITATION**

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

- Administrative Services Credential
Preliminary
- Education Specialist Credentials
Preliminary Level I
Mild/Moderate Disabilities
Mild/Moderate Disabilities Internship
Moderate/Severe Disabilities
Moderate/Severe Disabilities Internship
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities
- Multiple Subject Credential
Multiple Subject
BCLAD Emphasis (Spanish)
- Reading and Language Arts Specialist Credential
Reading Certificate
Reading and Language Arts Specialist
- Single Subject Credential
Single Subject
BCLAD Emphasis (Spanish)

- (2) Staff recommends that:

- The institution’s response to the preconditions is accepted.
- California State University, San Marcos is permitted to propose new credential programs for approval by the Committee on Accreditation.

- California State University, San Marcos is placed on the schedule of accreditation visits, as appropriate, subject to the newly established schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the Commission on Teacher Credentialing.

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

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale:

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

The recommendation pertaining to the accreditation status of Azusa Pacific University and its credential programs was determined based on the following:

1. NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The University elected to use the NCATE format and to write to NCATE's unit standards to meet the CTC Common Standards requirement. There was extensive cross-referencing to the CTC Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and decided as to whether the standard was met, not met, or met with areas of improvement or concern.
2. PROGRAM STANDARDS CUSTER: Team members reviewed the Multiple and Single Subject Programs – including internship, and Education Specialist Level I Mild/Moderate Program – including internship and Level II Mild/Moderate Program, Preliminary Administrative Services Program – including internship, Pupil Personnel Services Programs in School Counseling and School Psychology – including internship, Library Media Teacher Program and Health Services: School Nurse Program. Discussion of findings and appropriate input by individual team members and by the total merged team membership was held. Following these discussions of each program reviewed, the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.
3. ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation was based on team consensus about the findings on the standards. All elements of the CCTC Common Standards were addressed within the context of the NCATE accreditation report. For the six NCATE standards, the team determined that all standards were met with the exception of Standard Six – Unit Governance and Resources. For NCATE purposes, the standard was not met with four areas for

improvement and for state purposes, the standard was met with a concern. For the remaining standards the team determined that for NCATE purposes, there were five areas for improvement identified. There was one standard met with concerns for the Multiple and Single Subject Internship Program and one standard met with concerns for the Library Media Services program.

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

Team Membership

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

DOCUMENTS REVIEWED

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

INTERVIEWS CONDUCTED

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

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

B. Committee on Accreditation Action

- (1) The decision for Azusa Pacific University and all of its credential programs:
ACCREDITATION

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

- Multiple Subject Credential

Multiple Subject
Multiple Subject Internship

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

(2) Staff recommends that:

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

California State University, Chico
April 21-25, 2006
(COA/NCATE Merged Accreditation Visit)

A. Accreditation Team Report Information

Team Recommendation: Accreditation with Technical Stipulations

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

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

Rationale:

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

The recommendations pertaining to the accreditation status of California State University, Chico and all of its credential programs were determined based on the following:

1. NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilized the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common

Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.

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

Team Membership

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

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

NCATE/Common Standards Cluster:
Charles Love (NCATE Member)
University of South Carolina

Deborah E. Bordelon (NCATE Member)
Nicholls State University

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

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

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

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

Teacing Credential Cluster:

Andrea Guillaume (Cluster Leader)
California State University, Fullerton

Cindy Grutzik
Pacific Oaks College

Glen Casey
California Polytechnic State University, San Luis Obispo

Mel Lopez
Anaheim City School District (Retired)

Beth Bythrow
Los Angeles Unified School District

Linda Smetana
California State University, East Bay

Al Brandenburg
Saddleback Valley Unified School District (Retired)

Services Credential Cluster:

Louise Adler (Cluster Leader)
California State University, Fullerton

Barbara Wilson
California State Department of Education (Retired)

Margaret (Dee) Parker
California State University, Dominguez Hills

DOCUMENTS REVIEWED

University Catalog	Portfolios
Institutional Self Study	Candidate Work Samples
Course Syllabi	Exit Surveys
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Information Booklets	
Field Experience Notebooks	
Schedule of Classes	
Advisement Documents	
Faculty Vitae	

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Teaching Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	33	44	29	18	124
Institutional Administration	6	29	12	4	53
Candidates	13	48	76	56	193
Graduates	0	16	32	24	72
Employers of Graduates	0	13	18	14	45
Supervising Practitioners	0	21	43	12	76
Advisors	0	6	7	11	24
School Administrators	0	25	18	14	57
Credential Analyst	1	1	1	0	3
Tech Support	0	1	0	0	1
Advisory Committee	0	15	14	16	45
			TOTAL		691

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

B. Committee on Accreditation Action

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

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

- a. That institution is to send a letter to all candidates beginning coursework after August 1, 2006 notifying them that the program has not yet been approved by the Commission on Teacher Credentialing. Such notice must continue to be sent to any

candidate admitted until full approval is achieved. A copy of the notification letter is to be sent to CTC staff.

- b. The institution is to successfully complete the review process for program approval under the new standards for the Preliminary Administrative Services Credential program.
- c. The institution is to provide a written report to Commission staff and team leader documenting a full plan of program assessment and implementation of said plan including candidate competence data, analysis, suggestions for program improvement arising from such analysis; and documentation that clinical experiences occur in diverse placements for all candidates (with individual documentation in student files prior to credential issuance).

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

- Adapted Physical Education Specialist
- Agricultural Specialist
- Administrative Services
Preliminary
- Clinical Rehabilitative Services
Language Speech and Hearing
- Education Specialist (Special Education)
Preliminary Level I
Mild/Moderate Disabilities
Mild/Moderate Disabilities Internship
Moderate/Severe Disabilities
Moderate/Severe Disabilities Internship
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities
- Library Media Teacher
- Multiple Subject Teaching
Multiple Subject
Multiple Subject Tri-Placement
BCLAD Emphasis (Spanish)
Multiple Subject Internship
- Pupil Personnel Services
School Psychology
School Psychology Internship

- Reading and Language Arts Specialist
Reading Certificate
Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Teaching
Single Subject
Single Subject – Blended Physical Education
Single Subject Tri-Placement
BCLAD Emphasis (Spanish)
Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions is accepted
- California State University, Chico is required to remove the stipulations listed above within one year of the date of this action.
- California State University, Chico is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Chico is placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

California State University, Long Beach
April 28-May 2, 2007
(COA/NCATE Merged Accreditation Visit)

A. Accreditation Team Report

Team Recommendation: Accreditation

Rationale:

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

The recommendations pertaining to the accreditation status of California State University California State University, Long Beach and all of its credential programs was determined based on the following:

1. NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.
2. PROGRAM STANDARDS: Team clusters for (1) Basic credential programs (Multiple and Single Subject—including internship, Multiple Subject BCLAD Emphasis, Adapted Physical Education Specialist, Reading Certificate and Reading/Language Arts Specialist, Designated Subjects: Vocational Education and Adult Education, and Education Specialist in Special Education – Mild/Moderate and Moderate/Severe—including internship); (2) Services credential programs (Administrative Services including Preliminary, Preliminary Internship, Professional, Clinical and Rehabilitative Services, Pupil Personnel Services: School Psychology, School Social Work, School Counseling including Internship) reviewed all program areas. Discussion of findings and appropriate input by individual team members and by the total merged team membership was provided to each of the clusters. Following these discussions of each program reviewed by the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.
3. ACCREDITATION RECOMMENDATION: The decision to recommend **Accreditation** was based on team consensus that the all six of NCATE Standards are met

at the initial level and four of the six standards are met at the advanced level. All six of the standards are met for purposes of the COA report, all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards are met for the unit's programs. One of the programs has a Program Standard met with a concern.

Team Membership

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

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

NCATE/Common Standards Cluster:

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

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

Jack Rhoton (NCATE Member)
East Tennessee State University

Yvonne Lux (CCTC/COA Member)
California Lutheran University

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

Basic Credential Cluster:

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

Sally J. Botzler
Humboldt State University

Dan Elliott
Azusa Pacific University

Charles "Buck" Weber
Ivy Academia Charter Academy

Brenda Steppes
Los Angeles Unified School District

Peter Kopriva
Fresno Pacific University

Jane Duckett
National University

Walt Trojanowski
Azusa Unified School District

Barbara Price
Coast Community College

Services Credential Cluster:

Gary Hoban, (Cluster Leader)
National University

Marcel Soriano
California State University, Los Angeles

Louis H. Shaup
Rialto Unified School District

Laverne Aguirre-Parmley
Alum Rock Elementary School District

Caron Mellblom
CSU, Dominguez Hills

Mary Purucker
Santa Monica-Malibu Unified School District

Janet Chang
San Jose City College

DOCUMENTS REVIEWED

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Fieldwork Handbooks	Follow-up Survey Results
Course Materials	Reports
Information Booklets	Electronic exhibits
Field Experience Notebooks	
Schedule of Classes	
Advisement Documents	
Faculty Vitae	

INTERVIEWS CONDUCTED

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

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

B. Committee on Accreditation Action

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

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

- Adapted Physical Education Specialist Credential
- Administrative Services Credential

- Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services
 - Language, Speech and Hearing
 - Audiology
- Designated Subjects
 - Adult Education
 - Vocational Education
- Education Specialist Credentials
 - Preliminary Level I
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities Internship
 - Moderate/Severe Disabilities
 - Moderate/Severe Disabilities Internship
 - Professional Level II
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
- Library Media Credential
- Multiple Subject Credential
 - Multiple Subject
 - Multiple Subject Internship
 - BCLAD Emphasis (Cantonese, Khmer, Korean, Mandarin, Spanish and Vietnamese)
- Pupil Personnel Services Credential
 - School Counseling
 - School Counseling Internship
- Pupil Personnel Services Credential
 - School Psychology
 - School Psychology Internship
- Pupil Personnel Services Credential
 - School Social Work
- Pupil Personnel Services Credential
 - Child Welfare and Attendance
- Reading and Language Arts Specialist Credential
 - Reading Certificate
 - Reading and Language Arts Specialist
- School Nurse Credential

- Single Subject Credential
Single Subject Credential
Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions is accepted.
- California State University California State University, Long Beach is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University California State University, Long Beach is placed on the schedule of accreditation visits for the 2013-2014 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

APPENDIX B

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

APPENDIX B

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

Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 2006-2007 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named.

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 Administrative Services Credential	
Azusa Pacific University	Preliminary Credential Preliminary Internship
California Baptist University	Preliminary Credential
California Polytechnic State University, San Luis Obispo	Preliminary Credential Preliminary Internship
California State University, Fullerton	Preliminary Credential
California State University, Bakersfield	Professional Credential
California State University, Dominguez Hills	Preliminary Credential Preliminary Internship Professional Credential
California State University, East Bay	Preliminary Credential Preliminary Internship Professional Credential
California State University, Fresno	Preliminary Credential
California State University, Fullerton	Professional Credential
California State University, Long Beach	Professional Credential
California State University, Los Angeles	Preliminary Credential Preliminary Internship Professional Credential
California State University, Northridge	Preliminary Credential

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

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

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

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

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

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

California State University, East Bay	School Counseling Internship
California State University, San	School Counseling Internship

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

E. Programs of Professional Preparation for the Fifth Year of Study	
Pacific Union College	Fifth Year of Study

F. Programs of Professional Preparation for the Special Teaching Authorization in Health	
California State University, Fresno	School Nurse Preparation Program

G. Reading Language Arts Specialist Credential	
University of California, Los Angeles	Reading Language Arts Specialist
University of Redlands	Reading Certificate
University of Southern California	Reading Certificate