



**THIRD ANNUAL
ACCREDITATION REPORT**

By the
COMMITTEE ON ACCREDITATION

To the
**CALIFORNIA COMMISSION ON
TEACHER CREDENTIALING**

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

**By the Committee
on Accreditation**

**Assisted by the
Professional Services Division
Commission on Teacher Credentialing**

**Sacramento, California
August 1998**

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

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COMMITTEE ON ACCREDITATION

July 31, 1998

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 *Third 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 1998-99.

1997-98 was the year that the Committee fully assumed its responsibilities under the *Accreditation Framework*. The year has been one of continued development by the Committee. Through the actual receiving of accreditation team reports and accreditation decision-making activity, the Committee has gained a more comprehensive understanding of its work. The Committee has sought to provide information about its work and the new procedures to as wide a public as possible. Materials have been placed on the Commission's "web-site," and presentations were made to several groups of educators during the year.

The Committee now looks forward to its second full year with operational responsibilities in 1998-99. We have had a successful year and are confident that we have maintained the high standards set by the Commission. This report provides evidence of our preparation and our confidence.

Sincerely,

Carol Barnes
Committee Co-Chair

Robert Hathaway
Committee Co-Chair

The Committee on Accreditation

July 1998

California Commission on Teacher Credentialing Sacramento, California

- **Anthony Avina**, Superintendent
Whittier Union High School District
Whittier, California
- **Carol Barnes**, COA Co-Chair
Professor
Elementary & Bilingual Education
California State University, Fullerton
- **Diane Cordero de Noriega**, Dean
School of Education
California State University, Sacramento
- **Sandy Fleishman**, Teacher - 5th Grade
Yerba Buena Elementary School
Las Virgenes Unified School District
- **Fay B. Haisley**, Dean
Bernerd School of Education
University of the Pacific, Stockton
- **Robert Hathaway**, COA Co-Chair
Teacher of Mathematics
Walker Junior High School
Anaheim Union High School District
- **Irving G. Hendrick**, Former Dean
School of Education
University of California, Riverside
- **Irvin Howard**, Professor
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Calif. State University, San Bernardino
- **Olivia M. Palacio**
Associate Superintendent, Instruction
Fresno County Office of Education
- **Susan Seamans**, Coordinator
BTSA Programs
Tehama County Dept. of Education
- **Randall Souviney**, Co-Director
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University of California, San Diego
- **Catherine Sumpter**, Principal
Bret Harte Middle School
Los Angeles Unified School District

Committee Support Staff (California Commission on Teacher Credentialing)

- **Dennis Tierney**, Director, Professional Services Division
- **Larry Birch**, Administrator of Accreditation
- **Philip A. Fitch**, Consultant in Program Evaluation and Research
- **Shari Cooley**, Office Technician

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Section I. Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation. In addition, information is provided about the meetings of the COA and its presentations during the year. Finally, the meeting schedule and proposed workplan for 1998-99 are provided.

(1) Election of Co-Chairs for 1997-98

In its inaugural year of operation, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. In August of 1997, the Committee elected Carol Barnes and Robert Hathaway to serve a second term as Co-chairs during the 1997-98 academic year.

(2) Committee Meetings During 1997-98

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 1997-98, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

July 31, 1997	Clarion Hotel, Millbrae, CA
August 28, 1997	Hilton Hotel, Sacramento, CA
October 29-30, 1997*	Kona Kai Hotel, San Diego, CA
January 29-30, 1998	Park Plaza Hotel, Burlingame, CA
March 25, 1998*	Hotel De Anza, San Jose, CA
April 30 & May 1, 1998	Red Lion's Sacramento Inn, Sacramento, CA
May 28, 1998	Red Lion's Sacramento Inn, Sacramento, CA
June 25-26, 1998	Fountain Suites, Sacramento, CA

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

(3) Presentations by the Committee on Accreditation

The Committee continued to make presentations about its activities, in order to make accurate accreditation information available to the education community. The Committee sought opportunities to present its work at appropriate occasions. In 1997-98, the Committee made presentations at the following events.

California Council on the Education of Teachers, October, 1997
Credential Counselors and Analysts of California, October, 1997
California School Boards Association, December, 1997
California Council on the Education of Teachers, March, 1998

In addition to these presentations, the Committee on Accreditation has also taken advantage of the "web site" operated by the California Commission on Teacher Credentialing. There is a section of the CCTC "home page" devoted to accreditation activities and documents. The Committee on Accreditation also had articles about its work printed in the *CCTC Newsletter* and *CCNews*, a publication of the California Council on the Education of Teachers.

(4) Schedule of Committee Meetings for 1998-99

August 27, 1998	Delta King Hotel, Sacramento, CA
October 28-29, 1998*	Shelter Point Hotel (Kona Kai Hotel), San Diego, CA
January 28-29, 1999	Delta King Hotel, Sacramento, CA
March 17-18, 1999*	Hotel DeAnza, San Jose, CA
April 29-30, 1999	Sacramento, CA
May 27-28, 1999	Sacramento, CA
June 24-25, 1999	Sacramento, CA

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

Section II. Accomplishment of the Committee's Workplan in 1997-98

On July 31, 1997, the Committee on Accreditation adopted its workplan for 1997-98. The Committee's elected Co-Chairs presented this workplan to the Commission one month later. The chart on the following page provides a succinct overview of the workplan. Following that is a detailed explanation of each task and its current status.

COA 1997 - 98 Workplan

Task	Name of Category	Start Date	Target Date	Revised Target Date	Percent Complete
Task 1	Create an Evaluation Plan for the <i>Accreditation Framework</i> and Secure Funding and Award Contract	Sept. 1996	Sept. 1998	October 1998	50%
Task 2	Negotiation of Accreditation Agreements with Selected National Organizations	July 1996	Nov. 1997	June 1998	100%
Task 3	Review and Initial Accreditation of New Credential Programs	July 1996	Ongoing	Ongoing	Ongoing
Task 4	Professional Accreditation of Institutions of Higher Education and Their Credential Preparation Programs, 1997 - 98	Sept. 1997	Ongoing	Ongoing	Ongoing
Task 5	Revise Team Training and <i>Accreditation Handbook</i>	January 1998	June 1998	Sept. 1998	50%
Task 6	Maintain Public Access to Committee on Accreditation	Sept. 1996	Ongoing	Ongoing	Ongoing
Task 7	Receive Regular Updates on Progress of SB 1422 Advisory Panel's Report	Sept. 1997	July 1998		100%
Task 8	Evaluation of Off-campus Programs	Aug. 1997	July 1998		100%
Task 9	Other Required Elements of the Accreditation Framework	Aug. 1997	July 1998		100%

Detailed Explanation of Workplan Accomplishments in 1997-98

(Task 1) Create an Evaluation Plan for the *Accreditation Framework* and Secure Funding and Award Contract

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The external evaluation of the *Accreditation Framework* was begun in 1996-97, but this task will continue for four years in accordance with the *Framework* requirements. This task requires a Budget Change Proposal by the Commission on Teacher Credentialing. That process has begun and will be completed when the Budget Change Proposal is fully implemented. The funding is expected to be a part of the Commission's 1998-99 budget, once it is signed. This item will be carried on to the 1998-99 Workplan.

(Task 2) Negotiation of Accreditation Agreements with Selected National Organizations

The Committee has been negotiating formal memoranda of understanding with national professional education organizations over the past two years, but was only able to complete the task this year. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation of those programs. The national organization must agree to adhere to all five requirements noted in the *Framework*. The agreements have now been formally approved by the following national organizations: American Speech, Language, and Hearing Association (ASHA), Council for Accreditation of Counseling and Related Programs (CACREP), Association for Education and Rehabilitation of the Blind and Visually Impaired, Orientation and Mobility Specialist (AER), American Psychological Association (APA), and Council for the Education of the Deaf (CED). In addition, the Committee adopted procedures for the appointment of state team members when there is a national accreditation team utilizing this portion of the *Framework*.

As part of the Committee on Accreditation procedures during the 1997-98 accreditation cycle, institutions were able substitute national standards and national accreditation procedures for a particular credential area, as part of their accreditation visit. Two institutions used the ASHA standards and accreditation procedures in lieu of the state accreditation process. One institution used the standards of five different national professional organizations for its California accreditation visit.

(Task 3) Review and Initial Accreditation of New Credential Programs

This is one of the principal ongoing tasks of the Committee on Accreditation. The Committee has developed a procedure for handling the submission of proposed credential programs. For the past two years, the Committee has been making initial

accreditation decisions about programs in educational administration and special education based upon the recommendation of expert credential program review panels. Effective September 1, 1997, the Committee assumed the responsibility for making the initial accreditation decisions for all professional preparation 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 1997-98 year, the following number of programs were given initial accreditation:

Administrative Services Credential Programs	57
Education Specialist Credentials and in Special Education and Clinical Rehabilitative Services Credentials	69
Multiple and Single Subject CLAD/BCLAD Emphasis Credential Programs	14
Multiple and Single Subject Internship Programs	10
Adapted Physical Education Programs	2
Non-University Professional Development Programs for the Professional Administrative Services Credentials	1

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

(Task 4) Professional Accreditation of Institutions of Postsecondary Education and Their Credential Preparation Programs, 1997-98

This is the principal ongoing task of the Committee on Accreditation. After much work in preparation, on September 1, 1997, the Committee on Accreditation assumed full responsibility to make the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task comprised the major portion of the March through June agendas of the Committee on Accreditation. During the 1997-98 year, there were fourteen institutional accreditation visits. A total of 144 accreditation team members participated in the visits. Five visits were merged visits with the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing. Seven institutions were granted accreditation with no stipulations. Seven institutions were granted accreditation with stipulations. Following is the list of institutions and the accreditation status given by the Committee on Accreditation:

1997-98 Accreditation Visits

Institution	Accreditation Decision
• California Polytechnic State University, San Luis Obispo	Accreditation with Substantive Stipulations
• California State University, Los Angeles	Accreditation
• California State University, Monterey Bay	Accreditation with Substantive Stipulations
• College of Notre Dame	Accreditation
• Loyola Marymount University	Accreditation
• Mills College	Accreditation
• Patten College	Accreditation with Technical Stipulations
• San Diego State University	Accreditation with Technical Stipulations
• San Jose State University	Accreditation with Substantive Stipulations
• Simpson College	Accreditation with Substantive Stipulations
• Sonoma State University	Accreditation with Substantive Stipulations
• University of California, San Francisco	Accreditation
• University of the Pacific	Accreditation
• Westmont College	Accreditation

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

In addition to the above accreditation visits, the Committee on Accreditation received follow-up information from institutions who received stipulations in the 1996-97 accreditation cycle or those who required some specific accreditation action. A summary of those accreditation actions is included in Appendix C.

(Task 5) Revise Team Training and Accreditation Handbook

The Committee on Accreditation is committed to continuous program improvement. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. During the 1997-98 accreditation cycle, the Committee on Accreditation determined to wait until a complete review of the fourteen visits conducted that year and their results before changes are made in the *Accreditation Handbook* and the BIR Team Training Curriculum. This item will be carried on to the 1998-99 Workplan.

(Task 6) Maintain Public Access to the Committee on Accreditation

The Committee made formal presentations at the annual conference of the California Credential Analysts and the Fall and Spring conferences of the California Council on the Education of Teachers. The Committee presented an informative workshop at the 1997 Annual Conference of the California School Boards Association. Throughout the year, individual members of the Committee on Accreditation have made informal reports about the Committee at various professional meetings around the state. The Committee also has been a topic of articles in the Commission's newsletter and the newsletter of the California Council on the Education of Teachers. Information about the Committee on Accreditation is available on the Commission's website.

(Task 7) Receive Regular Updates on Progress of the SB 1422 Advisory Panel's Report

The Committee believes that the work of the SB 1422 Advisory Panel likely has significant implications for its work in accreditation. Thus, it was regularly apprised of the progress of the Panel's Report throughout the year. The Committee now will be closely following the work of the SB 2042 Advisory Panel.

(Task 8) Evaluation of Off-Campus Programs

The COA has discussed the need to establish "quality assurance" procedures for accreditation of all institutions and credential programs, including off-site programs, since its first meeting in April of 1995. For the past 18 months the Committee conducted a study of off-site programs to determine the type and number of off-site programs as well as possible ways to review and ensure the qualitative nature of off-site programs. Of the 75 four year California institutions offering Commission-approved credential programs, 43 have indicated that they do not have or sponsor any off-campus, branch or satellite programs, or professional development schools. Eight of the 32 institutions that do sponsor some type of off-site program, sponsor three or fewer such programs. The remaining 24 institutions sponsor over 93% of the off-campus, branch, satellite, or professional development

schools reported. To date, institutions have reported that they sponsor, in total, 44 professional development schools, 113 branch programs, 5 satellite programs, and 231 off-campus programs.

The members of the COA expressed support for a varied number of alternative routes and types of delivery systems for providing and administering credential programs in many different types of settings. The members also expressed a great desire and commitment to ensure the Commission and state that accreditation procedures will be in place that will provide quality assurance for all such programs. During all eight meetings of the Committee during 1997-98, status reports were given and Committee discussion and action shaped a new policy governing the accreditation visits at multi-site campuses. During that discussion the Committee considered a variety of actions regarding ways to review off-site programs. The Committee also expressed a concern regarding the possible additional costs incurred for the various options being considered. In part, the Committee adopted the procedures outlined below after considering cost implications.

Following is a summary of the Committee action:

The adopted procedures provide that all off-site credential programs of a certain size and configuration will be visited by members of the main campus accreditation team within the month preceding the main campus COA sponsored accreditation visit, or during the actual dates of the main campus visit. The size of the accreditation team may be augmented to visit the off-site locations. Two or more team members will be scheduled to visit the off-site locations. The team will receive special training in conducting off-site visits. The visits to off-site locations will be scheduled over a period of two days or equivalent. All information gathered by team members will be used by the main campus team in preparation of the accreditation team report and accreditation recommendation. Arrangements and assignments for the visits to the off-site programs will be completed several months in advance by representatives of the institution, the consultant for the visit and the accreditation team leader. Visits to any professional development schools will be conducted as part of the main campus visit.

(Task 9) Complete Other Required Elements of the *Accreditation Framework*

Each year, the Committee must elect Co-Chairs, adopt a meeting schedule, orient new members, prepare reports to the California Commission on Teacher Credentialing, and review and modify its own procedures manual. In August, 1997, the Co-Chairs were elected. The schedule of meetings was adopted in July, 1997. The orientation of new members begin at the August COA meeting, continued at a meeting in the Commission office in September and concluded at the October meeting with the presentation of a simulated team report and subsequent Committee discussion and action.

Section III. Proposed Workplan for the Committee in 1998-99

The nine items that follow represent the key elements of the 1998-99 workplan for the Committee on Accreditation.

(Task 1) Create an Evaluation Plan for the Accreditation Framework and Secure Funding and Award Contract

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The development of the plan for external evaluation of the *Accreditation Framework* was begun in 1996-97, but this task will carryover until the necessary funding is appropriated and will continue for four years in accordance with the *Framework* requirements. This task requires a Budget Change Proposal by the Commission on Teacher Credentialing. That process of development of the plan has begun and will be completed when the Budget Change Proposal is fully implemented. The funding is expected to be a part of the Commission's 1998-99 budget, once it is signed. Thus, this item is carried over to the 1998-99 Workplan.

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

The Committee has negotiated formal memoranda of understanding with national professional education organizations over the past two years. A Partnership Agreement has also been signed with the National Council for the Accreditation of Teacher Education. These memoranda will govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation of those programs. The Committee must now monitor the ongoing implementation of these agreements and evaluate their effectiveness.

(Task 3) Review and Initial Accreditation of New Credential Programs

This is one of the principal ongoing tasks of the Committee on Accreditation. The Committee has developed a procedure 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.

(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. After much work in preparation, on September 1, 1997, the Committee on Accreditation assumed full responsibility to make the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task continues to make up the major portion of the March through June agendas of the Committee on Accreditation. During the 1998-99 year, there are eleven accreditation visit to colleges and universities.

In addition to the above accreditation visits, the Committee on Accreditation will continue to receive follow-up information from the eight institutions who received stipulations in the 1997-98 accreditation cycle, including four re-visits. Actions will be taken to remove stipulations, approve the withdrawal of programs and to change the accreditation status of institutions, based upon the removal of stipulations.

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

The Committee on Accreditation is committed to continuous program improvement. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. During the 1997-98 accreditation cycle, the Committee on Accreditation determined to wait until a complete review of the fourteen visits and their results before changes are made in the *Accreditation Handbook* and the BIR Team Training Curriculum.

(Task 6) Maintain Public Access to the Committee on Accreditation

The Committee will continue to seek opportunities to make presentations to professional organizations. Written materials/publications will be developed when possible to carry this task forward. Individual committee members will be available to assist in the process.

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

The Committee believes that the work of the SB 2042 Advisory Panel will have significant implications for its work in accreditation. Thus, it will be regularly apprised of the progress of the Panel's Report throughout the year. The Committee now will be receiving information related to other Commission activities related to accreditation issues.

(Task 8) Preparation and Presentation of COA Reports to the Commission

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

(Task 9) Other Required Elements of the Accreditation Framework - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.

Each year, the Committee elect Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual. In the process of the ongoing accreditation reports and discussions, the Committee is conducting an on-going review of the Accreditation process.

Section IV. Analysis of 1997-98 Accomplishments and Discussion of Policy Issues for Ongoing Commission Consideration

The 1997-98 year was significant in the life of the Committee on Accreditation. After a very careful and thoughtful preparation period of two and one-half years, the Committee officially assumed the duties of receiving accreditation team reports and making accreditation decisions. The procedures the Committee adopted and the preparatory activities initiated, made the transition to full Committee responsibility for accreditation decisions quite easy. In order to assist the Committee in the evaluation of its performance during its first year in this new decision-making role, a part of each meeting was devoted to a de-briefing discussion of the accreditation decision-making process, after action was taken on each institution. The discussions were very helpful to the Committee in "fine tuning" the accreditation procedures.

The Committee believes that it has made excellent progress in its first full year of responsibility. In addition to hearing and acting upon fourteen accreditation team reports, the COA made initial accreditation decisions for 153 professional preparation programs, mostly in special education and school administration. The Committee was responsible for conducting four training sessions for members of the Board of Institutional Reviewers along with a special training session for Team Leaders. A year-long study of programs offered by institutions at multi-site locations was conducted which has resulted in the development of specific procedures to provide quality assurance for the COA in evaluating those institutions. In summary, the Committee on Accreditation has achieved a high degree of success in its workplan, and looks forward to continuing to exercise its authority as defined in the *Accreditation Framework*.

As the Committee conducted its business this year, several policy issues were discussed that require the continuing attention of the California Commission on Teacher Credentialing. They are as follows.

(1) Accreditation of District-Based Credential Programs

The Committee commends the Commission for seeking legislation to require that all credential programs be accredited in the same manner, regardless of the agency that conducts the program. District-based credential programs should be held to the same high and rigorous accreditation procedures as other programs for credential candidates. The Committee is anxious to work with the Commission toward the passage and implementation of the legislation

(2) Accreditation of Non-Traditional Programs

The COA has been investigating issues related to accrediting institutions with multiple delivery sites and non-traditional programs to ensure that the procedures currently in use are appropriate. To that end, during the last year, the Committee

conducted an extensive study of off-site programs and procedures to use in order to assure quality delivery of programs. The Committee would like to work with the Commission to implement the pilot program outlined in proposed legislation relative to out-of-state institutions. The Committee encourages the Commission to give ongoing attention to the implications of technology, particularly the field of distance learning, for the accreditation of institutions and their credential programs.

(3) Evaluation of the *Accreditation Framework*

The Committee is grateful to the Commission for making the Budget Change Proposal (BCP) for an outside evaluator of the *Accreditation Framework* a priority (BCP) for the 1998-99 year. The Committee realizes that the Commission has many demands on its limited resources. The COA looks forward to the implementation of the evaluation, because the success of the *Framework* depends, in part, on the preparation and delivery of a complete and fair report from a credible evaluator.

APPENDIX A

**Continuing Accreditation Decisions Made by the
Committee on Accreditation Based Upon
Institutional Site Visits Conducted
1997-98**

APPENDIX A

Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Institutional Site Visits Conducted 1997-98

Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 1997-98 academic year, based upon team site visits. The institutions are listed in alphabetical order. For each of the fourteen institutions visited, the first part of the accreditation team report is printed. This includes the name of the institution, the dates of the visit, the accreditation team recommendation and the rationale for the recommendation. The list of team members is provided, along with a summary of the documents reviewed and the interviews conducted. This is followed by the accreditation decision made by the Committee on Accreditation.

Institution: California Polytechnic State University, San Luis Obispo

Dates of Visit: May 3-6, 1998

Accreditation Team

Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Rationale:

The recommendation of the accreditation team for ACCREDITATION WITH SUBSTANTIVE STIPULATIONS was based on a thorough review of the self study documents presented to the team members, review of the exhibits provided in the documents room, and interviews with campus personnel, field (school) personnel, candidates, and graduates. Team members experienced considerable difficulty with the schedule of interviews and consequently were unable to see as many program candidates and program graduates as they needed to make judgments on all of the programs. Many of the available candidates were new in the programs or were still in pre-requisite classes. The number of graduates interviewed ranged from 4 to 10 in the different credential programs. Thus, a definitive determination of candidate competence in several of the programs was difficult.

Common Standards: Four of the Common Standards were judged to have been met (#'s 1, 3, 6 and 7); three standards were judged to have been met minimally with quantitative concerns (#'s 2, 5, and 8); and one standard was judged to have been met minimally with qualitative concerns (#4). These judgments were based on the fact that an effective, comprehensive system of program evaluation that

results in program revision and development has not been implemented. Some evaluative data has been gathered, but there has not been appropriate summary, analysis, and implementation of findings. While admission procedures generally are working well, there was a major problem with admission and supervision of individuals in the internship program. Also, a system for selecting, training, and evaluation of field supervisors has been developed, but there has been no consistent implementation of the program across all credential areas.

Program Standards: All program standards were judged to be met in the following programs:

Agriculture Specialist Credential Program
Administrative Services Credential Programs
Pupil Personnel Services Credential Program

Due to the transitional status of the Specialist Credential Programs in Special Education and the requirements for new program development, a traditional review was not feasible. Recommendations for a short-term continued accreditation of existing programs are made in order to allow students to finish their current programs. Further, the institution must develop new programs for initial accreditation by the Committee on Accreditation if the institution plans to continue to offer the credential programs.

Stipulations are recommended related to the Common Standards and for the basic credential programs (Multiple Subject, including Internship, and Single Subject). As previously stated, part of the reason for this recommendation relates to the lack of sufficient information from interviews.

Following are the stipulations recommended by the accreditation team:

- That the institution prepare for a focused re-visit within a one year time period to allow for interview of sufficient numbers of graduates, employers and candidates who are in the later stages of their programs. The purpose of these interviews is to assist the team in verifying candidate competence and other quality indicators in the Multiple and Single Subject credential programs and to review the status of the Multiple Subject Internship Program. (Development of new program documents is not required.)
- That the institution provide evidence that its system of program evaluation (including follow-up of graduates and employers) includes systematic summary and analysis of the data, and application of the findings to considerations for program development and/or modification. The plans for program development/modification should have an implementation timeline.
- That the institution review its allocation of resources to assure adequate faculty time for development and implementation of the new special education programs, for coordination and supervision within the single subject

programs, to maintain faculty strength as existing faculty members retire or resign, and to provide for program growth.

- That the institution provide evidence that the BCLAD program provides coursework/preparation that assures that candidates develop the required skills and competencies for teaching of subjects authorized by the credential and the communication skills, including reading.

Team Leader: **C. Lamar Mayer**
California State University, Los Angeles

Common Standards Cluster:

Rosemary Fahey, Cluster Leader
Chapman University

Honoruth Finn
Gilroy Unified School District (on leave)

Jody Daughtry
California State University, Fresno

Basic Credential Cluster:

Beverly L. Young, Cluster Leader
California State University, Chancellor's Office

Art Parham
California State University, Fresno

Stacie Curry
Fowler Unified School District

Peggy Dawson
Los Alamitos Unified School District

Advanced Credential Cluster:

Bruce Simmerok, Cluster Leader
Azusa Pacific University

M. Clifford Cole
Orange Unified School District

Judy Mantle
National University

DOCUMENTS REVIEWED

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

Student Handbooks

INTERVIEWS CONDUCTED

	Tm Ldr/ Comm	MS/SS	Agric. Spec.	Spec. Ed.	Pupil Pers. Serv.	Admin. Serv.	TOTAL
Program Faculty	9	45	6	8	16	6	90
Institutional Administration	5	2		1	1	1	10
Pre-Requisite Students		113					113
Candidates	20	76	32	17	17	28	190
Graduates	6	12	10	4	5	6	43
Employers of Graduates	2	9	2	1	4	4	22
Supervising Practitioners	6	35	3	2	6	3	55
Advisors		4	5	1	6	3	19
School Administrators	8	3	1	6	5	2	25
Credential Analyst	2						2
Advisory Committee	4	8	2	1	1	10	26

TOTAL

595

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for California Polytechnic State University, San Luis Obispo and all its credential programs: **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- That the institution prepare for a focused re-visit within one year to allow for interview of sufficient numbers of graduates, employers and candidates who are in the later stages of their programs. The purpose of these interviews is to assist the team in verifying candidate competence and other quality indicators in the Multiple and Single Subject credential programs and to review the status of the Multiple Subject Internship Program. (Development of new program documents is not required.)
- That the institution provide evidence that its system of program evaluation (including follow-up of graduates and employers) includes systematic summary and analysis of the data, and application of the findings to considerations for program development and/or modification. The plans for program development/modification should have an implementation timeline.
- That the institution review its allocation of resources to assure adequate faculty time for development and implementation of the new special education programs, for coordination and supervision within the single subject programs, to maintain faculty strength as existing faculty members retire or resign, and to provide for program growth.
- That the institution provide evidence that the BCLAD program provides coursework/preparation that assures that candidates develop the required skills and competencies for teaching of subjects authorized by the credential and the communication skills, including reading.

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

- Administrative Services Credential
 - Preliminary
 - Preliminary internship
 - Professional
- Agricultural Specialist Credential
- Multiple Subject Credential
 - CLAD/BCLAD Emphasis (Spanish)
 - CLAD/BCLAD Emphasis (Spanish) Internship

- Pupil Personnel Services
School Counseling
- Single Subject Credential
- Specialist in Special Education
Learning Handicapped
Severely Handicapped

(2) The Committee further decided that:

- The institution's response to the preconditions be accepted.
- California Polytechnic State University, San Luis Obispo be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California Polytechnic State University, San Luis Obispo not be scheduled for the next COA accreditation visit until after the focused re-visit report is submitted to the Committee for review and action.

Institution: California State University, Los Angeles
(COA/NCATE Merged Visit)

Dates of Visit: November 15 - 19, 1997

Accreditation Team Recommendation: ACCREDITATION

Rationale:

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

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. All were judged to have been fully met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas,

however a few were not fully met. The team then discussed in detail each program standard that was less than fully met.

In the Clinical Rehabilitative Services Credential area, two standards for the Special Class Authorization were met minimally with qualitative concerns and one standard for the Language Speech and Hearing was met minimally with quantitative concerns.

The team found that the Special Education Programs were of high quality, in general. All standards were met for the Level I Special Education programs. However, a number of standards in the Level II Special Education were not fully met. The team determined that because the institution is just initiating the new phase and there are currently no graduates, it would provide a formative evaluation only for that level. Further, the findings would not affect the team accreditation recommendation.

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

3. Overall Recommendation - The decision to recommend Accreditation was, in part, based on team consensus that all Common Standards were met. Furthermore, even though three standards in one credential area were met minimally, the team determined that there were compensating strengths in the program area and that a stipulation should not be placed on the unit. Compensating strengths for this program included; consistent reports from employers that graduates were well prepared, competent, and effective, and that this was the only program in the state that was available for students enrolling in late afternoon and evening classes. The team concluded that all credential programs were effective and generally of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although some areas of deficiency or concern are noted in this report, the overall quality of the programs is good.

Team Leader:
(Visit Co-Chair)

Robert Monke
California State University, Fresno

Common Standards Cluster:
(Visit Co-Chair)

Walter G. McIntire, Cluster Leader
University of Maine

Judy Druse
Washburn University

Carrie S. Florence
New Hope Elementary School District (North Carolina)

Maryann Manning
University of Alabama, Birmingham

Vera Lane
San Francisco State University

Mark Cary
Davis Joint Unified School District

Basic Credential Cluster:

Beverly Jensen, Cluster Leader
San Jose State University (Emeritus)

Dave Baker
Azusa Unified School District

Michael Kotar
California State University, Chico

Andrea Canady
Burbank Unified School District

Magdalena Ruz-González
California State University, San Bernardino

Specialist Credential Cluster:

Linda Smetana, Cluster Leader
Holy Names College

Beverly Barrett
San Marcos Unified School District

Mary Jensen
California State University, Chico

Jeanne Davis
San Bernardino County Office of Education

Services Credential I Cluster:

Brent Duncan, Cluster Leader
Humboldt State University

Kathleen Romig
San Juan Unified School District

Curtis Guaglianone
California State University, Fresno

Malcolm Seheult
Orange Unified School District

Services Credential II Cluster:

Judy Montgomery, Cluster Leader
Chapman University

Pat Ghiglieri
Folsom-Cordova Unified School District

DOCUMENTS REVIEWED

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

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. I Cluster	Services Cred. II Cluster	TOTAL
Program Faculty	2	38	38	25	22	12	137
Institutional Administration	3	23	8	7	10	8	59
Candidates	5	118	131	65	111	47	477
Graduates	2	13	37	30	38	11	131
Employers of Graduates		7	3	7	15	7	39
Supervising Practitioners		8	9	6	10	4	37
Advisors		18	6		13	3	40
School Administrators		7	4	5	11	4	31
Credential Analyst		2	(2)	(2)	(2)	(2)	2
Advisory Committee		2	1	3	5	2	13

TOTAL 966

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to California State University, Los Angeles and all of its credential programs.

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

- Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services Credential
 - Language Speech and Hearing
 - Audiology
 - Orientation and Mobility
 - Special Class Authorization
- Health Services/School Nurse Credential
- Multiple Subject Credential
 - CLAD/BCLAD Emphasis (Spanish)
 - CLAD/BCLAD Emphasis (Spanish) Internship
- Pupil Personnel Services
 - School Counseling
 - School Psychology
 - School Psychology Internship
- Reading/Language Arts Specialist Credential
- Resource Specialist Certificate
- Single Subject Credential
 - CLAD/BCLAD Emphasis (Spanish)
 - CLAD/BCLAD Emphasis (Spanish) Internship
- Education Specialist Credentials - Preliminary Level I and Professional Level II (including Internships)
 - Level I
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
 - Physical and Health Impairments
 - Visual Impairments
 - Early Childhood Special Education

The Committee further acted that:

- The institution's response to the preconditions be accepted;
- California State University, Los Angeles be permitted to propose new credential programs for approval by the Committee on Accreditation; and
- They be placed on the schedule of accreditation visits for the 2003-2004 academic year, subject to the consent of the National Council for Accreditation of Teacher Education.

Institution: California State University, Monterey Bay

Dates of Visit: May 11-14, 1998

Accreditation Team

Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Rationale:

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

Common Standards:

Four of the Common Standards were judged to have been fully met.

The four Common Standards judged not to have been fully met were based on the numerous inconsistencies found in the following areas: the gap between the stated and unique vision of the program and critical components in the actual implementation of the vision, including advising, supervision, availability of information, and appropriate background of key program personnel.

Program Standards:

Sixteen of the program standards were judged to have been fully met.

Four of the program standards were found to be marginally met with qualitative concerns. Generally, candidates who complete professional programs in Education are judged by professionals in the field to be well prepared to practice. However, there are some inconsistencies in the quality of preparation. These inconsistencies are related to both areas assessed under the Common Standards as well as the

program standards. There were some specific program standards that were not fully met in some credential areas. These specific standards are identified in the report along with a rationale for the judgment of the team. Specifically, attention needs to be given to assessing and assuring the appropriateness of resource allocations across program areas and the adequacy of coverage given to all specific program standards as well as the development of a means to control redundancy of content within specific program areas. In addition to program content concerns, there appeared to be inconsistency of advisement practices leading to some students being confused about requirements and means of reaching their goal of obtaining a license in their particular areas of focus.

The Accreditation Team recommends the following stipulations:

- That the institution provide evidence that candidates and prospective candidates receive consistent and accurate information, assistance, advising and guidance.
- That the institution provide evidence that systematic procedures to evaluate faculty supervisors have been implemented and information collected is used to guide improvement for continued service.
- That the institution provide evidence that faculty supervision assignments consider the linguistic background of the university supervisor.
- That the institution provide evidence of a systematic procedure for implementing the recently-adopted measures to assess candidate competence.

Team Leader: Charles G. Zartman, Jr.
California State University, Chico

Team Member: Lu Chang
College of Notre Dame

Team Member: Sarah Martinez
Woodland Joint Unified School District

DATA SOURCES

	INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
10	Program Faculty	X	Catalog
5	Institution Administration	X	Program Document
92	Candidates	X	Course Syllabi
12	Graduates	X	Candidate Files
8	Employers of Graduates	X	Fieldwork Handbook
6	Supervising Practitioners		Follow-up Survey Results
10	Advisors	X	Needs Analysis Results
12	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
4	Advisory Committee		

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for California State University, Monterey Bay and both of its credential programs:
ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- That the institution provide evidence that candidates and prospective candidates receive consistent and accurate information, assistance, advising and guidance.
- That the institution provide evidence that systematic procedures to evaluate faculty supervisors have been implemented and information collected is used to guide improvement for continued service.
- That the institution provide evidence that faculty supervision assignments consider the linguistic background of the university supervisor.
- That the institution provide evidence of a systematic procedure for implementing the recently-adopted measures to assess candidate competence.
- That the institution provide evidence that all candidates admitted meet basic admission criteria.

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

- Multiple Subject CLAD/BCLAD Credentials
- (2) The Committee decided that California State University, Monterey Bay must provide evidence to Commission staff about the actions to respond to all of the stipulations noted above within one year of the date of this action, to be verified by a focused team re-visit.
- (3) The Committee further decided that:
- The institution's response to the preconditions be accepted.
 - California State University, Monterey Bay be permitted to propose new credential programs for approval by the Committee on Accreditation.
 - California State University, Monterey Bay not be scheduled for the next COA accreditation visit until after the focused re-visit report is submitted to the Committee for review and action.

Institution: College of Notre Dame

Dates of Visit: March 15 - 18, 1998

Accreditation Team Recommendation: ACCREDITATION

Rationale:

After reviewing the Institutional Self-Study Report and additional supporting documents and interviewing administrators, faculty, students, local school personnel, and other professionals associated with the unit, the team voted on each standard and recommended full accreditation for the Department of Education at the College of Notre Dame.

Particular strengths included a strong vision statement which is effectively operationalized in the program and exemplary department leadership. Faculty models nurturing, humanistic values, and strong support for students. A comprehensive system of evaluation of courses and field experience is in place which has resulted in substantive improvements in curriculum when needed. Admission criteria and procedures are well-defined and utilized. Candidates are advised about academic, professional, and personal development in a systematic and caring manner. Significant collaboration occurs between the College and local school personnel. In fact, the program was described by many community members as a "model of community outreach." Supervisors and master teachers are appropriately selected, trained and recognized for their contributions.

The educational unit at the College of Notre Dame has experienced unusually rapid growth in the past few years. As a result, the major difficulties are in the areas of facilities and resources. Although the administration has plans and is supportive of improving the situation, civic and community issues are currently impeding progress. Once these are resolved, it is hoped that the situation will improve.

Specific strengths and concerns with the Multiple Subject/CLAD Emphasis Program and Internship, the Single Subject/CLAD Emphasis and Internship, and the Preliminary Administrative Services Credential Program are discussed in the content of this report, followed by a section on Professional Observations.

Team Leader:

Tory Courtney
Saint Mary's College of California

Common Standards Cluster:

Tory Courtney
Saint Mary's College of California

Helene T. Mandell
National University

Basic Credential Cluster:

Billie Blair, Cluster Leader
California State University, San Bernardino

Judy Silver
New Haven Unified School District

Dale Ackerman
Conejo Valley Unified School District
(retired)

Dreda Lutz
Santa Fe Middle School, Monrovia

Phil Romig
Elk Grove Unified School District

Administrative Services Cluster:

Jim Scott, Cluster Leader
Eureka City Schools

Ken Engstrom
Fresno Pacific University

DOCUMENTS REVIEWED

Catalog
 Program Document
 Course Syllabi
 Candidate Files
 Fieldwork Handbook
 Follow-up Survey Results
 Needs Analysis Results
 Information Booklet
 Student Portfolios
 Program Portfolios
 Schedule of Classes

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Admin Cred. Cluster	TOTAL
Program Faculty	4	8	29	5	46
Institutional Administration	6	1	11	3	21
Candidates	17	25	55	15	112
Graduates	1	0	25	17	43
Employers of Graduates	1	8	20	3	32
Supervising Practitioners	4	0	28	2	34
School Administrators	1	8	20	4	32
Credential Analyst	0	0	2	1	3
Advisory Committee	2	0	3	5	10

TOTAL 351

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to College of Notre Dame and all of its credential programs.

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

- Multiple Subject CLAD Emphasis, including Internship
- Single Subject CLAD Emphasis, including Internship
- Preliminary Administrative Services, including Internship

The Committee further acted that:

- The College of Notre Dame responses to the preconditions be accepted.
- The College of Notre Dame be permitted to propose new credential programs for approval to the Committee on Accreditation.
- The College of Notre Dame be placed on the schedule of accreditation visits for the 2003-2004 academic year.

Institution: Loyola Marymount University (COA/NCATE Merged Visit)

Dates of Visits: April 26 - 29, 1998

**Accreditation Team
Recommendation:** ACCREDITATION

Rationale:

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

1. Common Standards. The Common Standards were first reviewed one-by-one and then by the entire team. Consensus was reached on each standard, and all were judged to be fully met.

2. Program Standards. Findings about program standards were presented to the team by the Cluster Leaders, assisted by Cluster members. The team discussed each program area and determined that all programs standards were met in all program areas.
3. Overall Recommendation. Based on a thorough discussion of the Common Standards and the Program Standards, the team reached a consensus decision that the unit should be fully accredited.

Common Standards Cluster:

Carol Bartell, Visit Co-Chair -- BIR
California Lutheran University

Donald Platz, Visit Co-Chair -- BOE
Marquette University

Patricia Oyeshiku -- BIR
San Diego Unified School District

Thomas Fagan -- BOE
University of Memphis

Anita Hall -- BOE
Jackson State University

Herbert Owens -- BOE
Kentucky Department of Education

Liz Rothheim -- BOE
University of Miami

Helen Williams -- BOE
Albuquerque Public Schools

**Special Education/
Administrative Services
Cluster**

Nancy Burstein, Cluster Leader
California State University, Northridge

Janet Bonney
Sweetwater Union High School District

Gary Hoban
National University

**Multiple Subject/
Single Subject Cluster**

Marilyn Draheim, Cluster Leader
University of the Pacific

Bettie Howser
Moreno Valley Unified School District

**Pupil Personnel Services
Cluster (Counseling,
School Psychology)**

Cameron McCune
Walnut Valley Unified School District

Joseph Schieffer
California State University, Northridge

Bud Watson, Cluster Leader
University of Redlands

W. Preston Gleason
Private Practitioner

Marcia Weill
Folsom-Cordova Unified School District

DOCUMENTS REVIEWED

Advisement Documents
 Agendas and Minutes of Meetings
 Budgets
 Candidate Files
 Case Studies
 Course Syllabi
 Faculty Vitae
 Field Experience Notebook
 Fieldwork Handbooks
 Follow-up Survey Results
 Institutional Self Study
 Schedules of Classes
 Strategic Planning Documents
 Student Portfolios
 University Catalogues

INTERVIEWS CONDUCTED

	Common Standards Cluster	Basic Credential Cluster	Special Ed. Admin. Serv. Cluster	PPS Cluster (Counseling & School Psych)	Total
Program Faculty	18	38	25	27	108
Institutional Administration	9	19	2	2	32
Candidates	24	121	34	106	285
Graduates	19	62	21	48	150
Employers of Graduates	8	31	13	16	68
Supervising Practitioners	9	36	14	28	87
Advisors	17	18	7	11	53
School Administrators	11	31	17	15	74
Credential Analysts	1	1	1	2	5
Advisory Committee	12	15	17	4	48

Total 910

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to Loyola Marymount University and all of its credential programs.

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

- Multiple Subject CLAD/BCLAD Emphasis (Spanish)
- Single Subject CLAD/BCLAD Emphasis (Spanish)
- Education Specialist -- Mild/Moderate Disabilities
- Administrative Services Credentials
 - Preliminary
 - Professional
- Pupil Personnel Services Credentials
 - School Counseling
 - School Psychology

The Committee further acted that:

- The Loyola Marymount University responses to the preconditions be accepted.
- Loyola Marymount University be permitted to propose new credential programs for approval to the Committee on Accreditation.
- Loyola Marymount University be placed on the schedule of accreditation visits for the 2002-2003 academic year.

Institution: Mills College

Dates of Visit: April 27-30, 1998

Accreditation Team Recommendation: ACCREDITATION

Rationale:

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

unit. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one by one and then voted upon by the entire team. All but one were judged to have been fully met.
2. Institutional Assurances - The Institutional Assurances were reviewed one by one then voted upon by the entire team. All were judged to have been fully met with the exception of Number 10 relating to diverse teaching requirements.
3. Alternative Program Standards - The Alternative Program Standards were first reviewed one by one and then voted upon by the entire team. All were judged to have been fully met.
4. Administrative Services Program Standards - The Administrative Services Program Standards were first reviewed one by one and then voted upon by the entire team. All were judged to have been fully met.
5. Overall Recommendation - The decision to recommend Accreditation was, in part, based on team consensus that all but one of the Common Standards were fully met. Although some areas of concern are noted in this report, the overall quality of the unit and its programs is exceptional. Furthermore, the team determined that even though there were a few minor concerns, there were compensating strengths in the unit, and that a stipulation should be not be placed on the institution. Compensating strengths included consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that all credential programs were effective and of very high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation.

Team Leader: Ed Kujawa
University of San Diego

Team Members: Patricia Sako Briglio
Bassett Unified School District

Violet Robinson
San Francisco State University

Donna Uyemoto
New Haven Unified School District

DATA SOURCES

#	Interviews Conducted	#	Documents Reviewed
14	Program Faculty	X	Catalog
4	Institutional Administration	X	Institutional Self-Study
58	Candidates	X	Course Syllabi
21	Graduates	X	Candidate Files
3	Employers of Graduates	X	Fieldwork Handbook
10	Cooperating Teachers	X	Follow-up Survey Results
2	School Administrators	X	Information Booklet
1	Credential Analyst/ Advisor	X	Field Experience Notebook
2	Advisory Committee	X	Advisement Documents
		X	Faculty Vitae

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to Mills College and all of its credential programs.

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

- Multiple Subject Credentials
 - Multiple Subject
 - Multiple Subject with CLAD Emphasis
 - Multiple Subject with an Early Childhood Emphasis
- Single Subject Credentials
 - Single Subject
 - Single Subject with CLAD Emphasis
- Administrative Services Credential
 - Preliminary
 - Preliminary Internship

The Committee further acted that:

- The institution's response to the preconditions be accepted.
- Mills College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Mills College be placed on the schedule of accreditation visits for the 2003-2004 academic year.

Institution: Patten College

Dates of Visit: April 20-23, 1998

Accreditation Team

Recommendation: ACCREDITATION WITH A TECHNICAL STIPULATION

Rationale:

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

Common Standards: The Common Standards were first reviewed one-by-one and then voted upon by the team. All were judged to be met fully with the exception of Common Standards 1, *Educational Leadership*, 2, *Resources*, and 6, *Advice and Assistance* which were Met Minimally with Quantitative Concerns.

Program Standards: The Program Standards were first reviewed one-by-one and then voted upon by the team. All were judged to be met fully with the exception of Standards 1, *Program Design and Curriculum*, and 8, *Guidance, Assistance and Feedback*, which were Met Minimally with Quantitative Concerns. As indicated by the Stipulation, the areas of concern were primarily focused on the Internship Program.

Overall Recommendation: Accreditation With A Technical Stipulation

Following is the stipulation:

- That the institution provide evidence of reviewing the design of its Multiple Subject Internship Program to assure a cohesive conceptualization of how people develop into professional teachers as the basis of the design. This review should include in its scope an examination of the program's length and intensity as they relate to an internship program. Modifications made as a result of the review would provide a program that successfully addresses the unique learning situation experienced by interns and that supports their development as they become professional educators.

Team Leader: James Mahler
California Lutheran University

Team Member: Darlene Chan
Franklin McKinley School District

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-Up Survey Results
Information Booklets
Field Experience Notebooks
Schedule Of Classes
Advisement Documents
Faculty Vitae
Governance Document
Student Handbooks

INTERVIEWS CONDUCTED

INTERVIEWS CONDUCTED	
8	Program Faculty
6	Institution Administration
24	Candidates
17	Graduates
3	Employers of Graduates/Sch. Admin.
4	Supervising Practitioners
2	Advisors
1	Credential Analyst
4	Advisory Committee
69	Total

The Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for Patten College and all its credential programs:

ACCREDITATION WITH A TECHNICAL STIPULATION

Following is the stipulation:

- That the institution provide evidence of reviewing the design of its Multiple Subject Internship Program to assure a cohesive conceptualization of how people develop into professional teachers as the basis of the design. This review should include in its scope an examination of the program's length and intensity as they relate to an internship program. Modifications made as a result of the review would provide a program that successfully addresses the unique learning situation experienced by interns and that supports their development as they professional educators.

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

Multiple Subject
Multiple Subject CLAD Emphasis
Multiple Subject CLAD Emphasis Internship

- (2) The Committee decided that Patten College must provide evidence to Commission staff about actions taken in response to the stipulation noted above within one year of the date of this action.
- (3) The Committee further decided that:
- The institution's response to the preconditions be accepted.
 - Patten College be permitted to propose new credential programs for approval by the Committee on Accreditation.
 - Patten College be placed on the schedule of accreditation visits for the 2003-2004 academic year.

Institution: San Diego State University
(COA/NCATE Merged Visit)

Dates of Visit: November 2 - 5, 1997

Accreditation Team Recommendation: ACCREDITATION WITH TECHNICAL STIPULATIONS

Rationale:

Based on the evidence gathered from document reviews, interviews with faculty, students, graduates, employers of graduates, and other stakeholder groups, the team finds that the overall health of the institution and its credential programs is good. All of the Common Standards were met, but four of them were met minimally with all issues being technical in nature and set at the program level, and the vast majority of the program standards were met. Many credential programs received multiple notations of strength, particularly in those areas of its conceptual framework identified as characteristic of the education programs at San Diego State University. It is evident that the education unit and most of its credential programs reflect a committed faculty, an extensive research and grants record, well conceived and executed credential programs, and a strong on-going involvement with the communities the programs serve.

The team has noted several standards not fully met within three of the credential programs and recommends stipulations for those programs as noted in the respective credential programs sections of the accreditation team report. All of the concerns noted in the Common Standards section of the team report also relate to specific credential programs.

Most of the stipulations can be addressed by the preparation of new or revised documentation. One credential program is recommended for a focused re-visit within one calendar year to ensure that the program modifications needed to meet all standards are fully in place.

Team Leader: **Ruben Ingram**
(Visit Co-Chair) Retired School Superintendent

Common Standards Cluster:
(Visit Co-Chair) **Paul F. Kleine**, Cluster Leader
University of Oklahoma

Ricardo Garcia
University of Nebraska

LeRoy Gornick
Baker School District (Oregon)

Jan McCarthy
University of South Florida

Emily Brizendine
California State University, Hayward

Carolyn Haugen
Walnut Valley Unified School District

NCATE Observer:

Lloyd Porter, California Teachers Association
Placentia-Yorba Linda Unified School District

Basic Credential Cluster:

Ron Solorzano, Cluster Leader
Occidental College

Phillip Lucero
Anaheim Union High School District

Charles "Buck" Weber
Acton-Agua Dulce Unified School District

Carolyn Cogan
University of California, Santa Barbara, retired

Carol McAllister
Los Alamitos Unified School District

Mary Lucas
Riverside Unified School District

Specialist I Credential Cluster-Special Education:

Louise Fulton, Cluster Leader
California State University, San Bernardino

Joan Troppmann
Marin County Office of Education
Ross School District

Janny Latno
Vallejo Unified School District

Deborah Karres
San Francisco State University

Diana Berliner
Eureka City Schools

Services I Credential Cluster-Administrative and Health:

Andrew Dubin, Cluster Leader
San Francisco State University

Cathy Lawless
Glendale Unified School District

Ginny Young
San Jose State University

Services II Credential Cluster-PPS, Schl Psych. Counseling, Social Work

Mark Fulmer
Kern County Office of Education

Dale Matson
Fresno Pacific University

Simon Dominguez
San Jose State University

DOCUMENTS REVIEWED

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

INTERVIEWS CONDUCTED

	Comm. Stand. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. I Cluster	Services Cred. II Cluster	TOTAL
Program Faculty	52	38	31	20	16	157
Institutional Administration	14	08	5	2	3	32
Candidates	119	123	69	69	56	427
Graduates	17	66	63	28	45	219
Employers of Graduates	10	15	8	12	3	48
Supervising Practitioners	26	38	15	4	29	112
Advisors	3	7	7	10	2	29
School Administrators	7	19	9	12	3	50
Credential Analyst	1	1	1	1	0	4
Advisory Committee	1	10	23	3	7	46

TOTAL 1124

Committee on Accreditation Action

- 1) The Committee acted to make the following accreditation decision for San Diego State University and all its credential programs:
ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the technical stipulations:

- That the institution provide evidence of coordination between and among the programs in Deaf and Hard of Hearing, Special Education, and Policy Studies and evidence of planning between the Pupil Personnel: School Social Work program and the Pupil Personnel: School Counseling and School Psychology programs
- For the Pupil Personnel: School Social Work program, that the institution provide evidence of an evaluation plan and evidence of strengthened curriculum in the following areas: consultation services, learning theory and psychological consultation, and legal enablements and constraints.
- For the Deaf/Hard of Hearing program, that the institution submit a new document which responds to the findings noted on page 25 of the report.
- For the Health Services program, that the institution provide evidence of a more clearly articulated conceptual framework, including the relation to the Master of Science program in Community Health, and provide evidence that the program includes study of research skills appropriate to Standard 28.

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

- Administrative Services Credential
 - Preliminary
 - Professional
- Clinical Rehabilitative Services Credentials
 - Language, Speech, and Hearing
 - Audiology
 - Special Class Authorization
- Health Services/School Nurse Credential
- Multiple Subjects Credentials
 - CLAD/BCLAD Emphasis (Spanish)
 - CLAD/BCLAD Emphasis (Spanish) Internship

- Pupil Personnel Services Credentials
 - School Counseling
 - School Psychology
 - School Psychology Internship
 - School Social Work
 - Child Welfare and Attendance
 - Reading/Language Arts Specialist Credential
 - Resource Specialist Certificate
 - Single Subject Credentials
 - Single Subject
 - CLAD /BCLAD Emphasis (Spanish)
 - CLAD Emphasis Internship
 - Special Education Specialist Credentials
 - Learning Handicapped including Internship
 - Severely Handicapped including Internship
 - Physically Handicapped
 - Communication Handicapped (DHH)
 - Gifted
 - Experimental Combined
- 2) The Committee decided that San Diego State University must provide evidence to Commission staff about the actions to respond to all of the stipulations noted above within one year of the date of this action, with a staff focused re-visit to verify the responses of the Dear/Hard of Hearing program.
- 3) The Committee further decided that:
- The institution's response to the preconditions be accepted.
 - San Diego State University to be permitted to propose new credential programs for approval to the Committee on Accreditation.
 - San Diego State University be placed on the schedule of accreditation visits for the 2002-2003 academic year for a merged COA/NCATE visit.

Follow-up on Stipulations

On the basis of written institutional response to team concerns and a staff re-visit, the Committee acted in April, 1998, to remove the stipulations from the Fall, 1997 continuing accreditation visit at San Diego State University related to the coordination between specified professional preparation programs and related to the Health Services program (first and fourth). Action removing the other two stipulations (two and three) will await further response from the institution.

Institution: San Jose State University
(COA/NCATE Merged Visit)

Dates of Visit: March 14-18, 1998

Accreditation Team

Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Rationale:

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

Common Standards: Three of the standards were judged to have been met, four of the standards were judged to have been met minimally with qualitative concerns and one of the standards was judged as being not met. These judgments were based on the fact that an effective, comprehensive system of program evaluation, that informs program revision and development, does not exist. In addition, there is very minimal access to technology within Education. There are some excellent examples of technology supporting instruction, but these examples are minimal. There is a less than effective system for the training and evaluation of field supervisors, a practice that does not assure that course work and student teaching are well connected and consistent for the professional education student. A final concern was that the Reading/Language Arts specialist program is not tightly organized and delivered. This specialist program is closely associated with the well-organized advanced degree in Education, but as a program leading to a specialist credential, is lacking in leadership, organization, and clear attention to program standards.

Program Standards: Generally, students who complete professional programs in Education are judged by professionals in the field to be well prepared to practice. However, there are some inconsistencies in the quality of preparation. These inconsistencies are related to both areas assessed under the Common Standards as well as the program standards. There were some specific program standards that were not fully met in some credential areas. These specific standards are identified in the report along with a rationale for the judgment of the team. Specifically, attention needs to be given to assessing and assuring the appropriateness of resource allocations across program areas and the adequacy of coverage given to all specific program standards as well as the development of a means to control redundancy of

content within specific program areas. In addition to program content concerns, there appeared to be inconsistency of advisement practices leading to some students being confused about requirements and means of reaching their goal of obtaining a license in their particular areas of focus.

San Jose State University's College of Education has experienced considerable challenge recently in attempting to effectively deal with the expanding need for new professionals in almost all programmatic areas. Class size reduction in California has placed heavy demands on the COE and has stretched and spread thin the college's resources. The COE is making many efforts to meet the range of demand from the field, but will need to carefully consider how extensively those demands can be met without negatively impacting the quality of programs delivered. As reflected in the report, there are numerous examples of excellence in program design and delivery. The need in the institution is to maintain consistent excellence across all program areas in order to assure confidence that all students who complete programs at the institution provide effective services to learners in the public and private schools of California.

Team Leader: **James Richmond**
(Visit Co-Chair) California State University, Chico

Common Standards Cluster:
(Visit Co-Chair) **Susan Tucker**, Cluster Leader
Southern Alabama University

Jill Harris-Milton
Columbus Public Schools (Ohio)

Charles Martindale
Sehome High School, Bellingham (Washington)

Alan Tom
University of North Carolina, Chapel Hill

Gail Morrison
Commission on Higher Education, South Carolina

Evalyn Dearmin
California State University, Los Angeles,

Yvonne Lux
Poway Unified School District

Veleta Camozzi, Observer
California Federation of Teachers

Basic Credential Cluster:

Doug Robinson, Cluster Leader
Simi Valley Unified School District

Kim Nguyen-Lam
California State University, Long Beach

Starla Wierman
Winters Joint Unified School District

Juan Aninao
San Francisco State University

Katy Gould Anderson
California State University, Chico

Specialist Credential Cluster:

Robert Jordan, Cluster Leader
San Diego County Office of Education

Ruth McGrath
Alhambra Unified School District (Retired)

Melinda Medina-Levin
San Diego Unified School District

Beth Lasky
California State University, Northridge

Services Credential I Cluster:

Carol Franklin, Cluster Leader
University of Redlands

Marcel Soriano
California State University, Los Angeles

Herb Bonds
Sunnyside Union Elementary School District

Hortensia Breton
Los Angeles Unified School District

Services Credential II Cluster:

Terry Saenz, Cluster Leader
California State University, Fullerton

Janet Minami
Los Angeles Unified School District

Deborah Peura
San Francisco Unified School District

DOCUMENTS REVIEWED

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

INTERVIEWS CONDUCTED

	Team Leader	Common Stand. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. I Cluster	Services Cred. II Cluster	TOTAL
Program Faculty		30	58	18	20	19	145
Institutional Administration	4	14	12	2	8	6	46
Candidates		50	242	177	60	72	601
Graduates		11	46	19	67	17	160
Employers of Graduates		8	21	10	30	13	82
Supervising Practitioners		15	29	24	18	13	99
Advisors		6	17	10	14	4	51
School Administrators		9	22	16	40	1	88
Credential Analyst		1	(1)	(1)		(1)	1
Advisory Committee		11	26	3	33	23	96

TOTAL 1369

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for San Jose State University and all its credential programs:

ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, employers and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.
- That the institution provide evidence that each program within the College of Education receives an equitable allocation of resources in relation to the student population it is required to serve. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and instruction.
- That the institution provide evidence of substantive process (including an action plan and timeline) toward implementation of the necessary infrastructure and the purchase of hardware and software to provide appropriate faculty and student access to electronic sources of data.
- That the institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should include information about the credential program for which supervision is given, such as program philosophy and design, and how the courses in the program relate to the field work.
- For the Reading/Language Arts Specialist program, that the institution provide evidence of having adequate coordination, advisement, and the means to assure candidate competence prior to being recommended for a credential.

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

- Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services Credentials
 - Language, Speech, and Hearing
 - Special Class Authorization

- Education Specialist Credentials
 - Deaf and Hard-of-Hearing
 - Early Childhood Special Education
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
 - Concurrent Multiple Subject/Learning Handicapped Internship
 - Concurrent Multiple Subject/ Severely Handicapped Internship
 - Resource Specialist Certificate
 - Health Services/School Nurse Credential
 - Library Media Services Credential
 - Multiple Subjects Credentials
 - Multiple Subject
 - CLAD/BCLAD Emphasis (Spanish, Vietnamese)
 - Concurrent Multiple Subject/Learning Handicapped Internship
 - Concurrent Multiple Subject/ Severely Handicapped Internship
 - Pupil Personnel Service Credentials
 - School Counseling
 - School Counseling Internship
 - School Social Work
 - Child Welfare and Attendance
 - Reading Language Arts Special Credential
 - Single Subject Credentials
 - Single Subject
 - CLAD Emphasis (Spanish)
- 2) The Committee decided that San Jose State University must provide evidence to Commission staff about the actions to respond to all of the stipulations noted above within one year of the date of this action, with a team focused re-visit to verify the appropriateness of the actions related to the Reading/Language Arts Specialist program.
- 3) The Committee further acted that:
- The institution's response to the preconditions be accepted.
 - San Jose State University to be permitted to propose new credential programs for approval to the Committee on Accreditation.
 - San Jose State University be placed on the schedule of accreditation visits for the 2002-2003 academic year for a merged COA/NCATE visit.

Institution: Simpson College

Dates of Visit: March 29 - April 1, 1998

Accreditation Team

Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Rationale:

There are programs and elements of programs at Simpson College which exhibit quality and effectiveness; however, the Team recommendation for accreditation with substantive stipulations is based on findings which reveal important deficiencies as outlined in this report. The findings were identified by reviewing program documents, advisement materials, the university catalog, other Department of Education documents; interviews with candidates, graduates, full- and part-time faculty, university staff, coordinators, institutional administrators; K-12 site supervisors, teachers, and administrators.

The accreditation team decision was based on: the lack of terminal degrees of full-time faculty directing graduate programs, and uneven quality of adjunct faculty; the perceived lack of adequate financial resources as evidenced by the absence of library acquisitions in education in the past five years, lack of access to appropriate technology, and the imbalance in allocation of resources in proportion to enrollments in the department; and the lack of an effective, comprehensive system of program evaluation, that informs program revision and development.

Students who complete professional programs in Education are judged by professionals in the field to be well prepared to practice overall. However, there are some inconsistencies in the quality of preparation. These inconsistencies are related to provisions in both the Common Standards as well as the program standards. Attention needs to be given to the provision of appropriate learning opportunities for single subject candidates, to invigorating approaches and experiences in multicultural education, and to the development of theory bases that inform the offerings of the individual credential programs.

The team recommends that Simpson College provide evidence to the CCTC staff, including a focused revisit by the Consultant and Team Leader, that appropriate actions have been taken to address each of the stipulations within one year from date of action by the Committee on Accreditation.

Team Leader: **Jeanie Milliken**
Pt. Loma Nazarene College

Basic Credentials:

Denise Fleming, Multiple Subjects
St. Mary's College

Don Grimes, Single Subjects
Grant Jt. Union High School District

Advanced Credentials:

Judith Greig, Reading Specialist
College of Notre Dame

Virginia Glenn, Special Education
Lake Tahoe Unified School District

Dan Elliot, Administrative Services
Azusa Pacific University

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
48	Program Faculty	7	Catalog
21	Institution Administration	7	Program Document
72	Candidates	51	Course Syllabi
43	Graduates	50	Candidate Files
40	Employers of Graduates	4	Fieldwork Handbook
32	Supervising Practitioners	0	Follow-up Survey Results
15	Advisors	3	Needs Analysis Results
41	School Administrators	12	Information Booklet
0	Credential Analyst	36	Field Experience
54	Advisory Committee		

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for Simpson College and all its credential programs:

ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- **Common Standards:** A focused team revisit will be conducted within one year to verify the appropriateness of the institution's actions in response to meeting Common Standards Three and Four, and addressing the quantitative concerns of Standard 5, and the qualitative concerns of Standards 6 & 7.
- **The Multiple Subject Program:** A focused team revisit will be conducted within one year to verify the appropriateness of the institution's actions in response to the qualitative concerns associated with Program Standards 2, 4, 5, 7, and 18; and the quantitative concerns associated with Program Standard 1.
- **The Single Subject Program:** A focused team revisit will be conducted within one year to verify the appropriateness of the institution's actions in response to the qualitative concerns associated with Program Standards 2, 4, 5, 7, and 18; and the quantitative concerns associated with Program Standard 1.
- **The Preliminary Administrative Services Program:** A report will be submitted to the staff Consultant to verify the appropriateness of the institution's actions in response to Standards 16, 25 and 30, and the concerns noted in Standards 12, 13, and 26.
- **The Reading Specialist Program:** A report will be submitted to the staff Consultant to verify the appropriateness of the institution's action in response to the concerns noted in Standards 1, 12, 13, 15, 19 and 21.

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

- Administrative Services Credentials
Preliminary
Professional
- Education Specialist Credential
Learning Handicapped
- Multiple Subjects Credential
- Reading Language Arts Specialist Credential

- Single Subject Credential
- (2) The Committee decided that Simpson College must provide evidence to Commission staff about the actions taken in response to all of the stipulations noted above within one year of the date of this action, with a focused re-visit to verify the appropriateness of the actions related to the common Standards and the Multiple and Single Subject Programs.
 - (3) The Committee further decided that:
 - The institution's response to the preconditions be accepted.
 - Simpson College not be permitted to propose new credential programs for approval to the committee on Accreditation until the stipulations are removed.
 - Simpson College not be scheduled for the next COA accreditation visit until after the focused re-visit report is submitted to the Committee for review and action.

Institution: Sonoma State University

Dates of Visit: March 22-25, 1998

Accreditation Team

Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Rationale:

There are programs and elements of programs at Sonoma State which exhibit quality and effectiveness however, the team recommendation for accreditation with substantive stipulations is based on findings which reveal important deficiencies as outlined in this report. The findings were identified by reviewing program documents, advisement materials, the university catalog, other School of Education documents; interviews with candidates, graduates, full- and part-time faculty, university staff, coordinators, institutional administrators; P-12 site supervisors, teachers, and administrators.

The accreditation team decision was based on the fact that an effective, comprehensive system of program evaluation, that informs program revision and development, does not exist. A system for the training and evaluation of all field supervisors needs to be developed, to ensure that course work and student teaching are well connected and consistent for the professional education student.

Students who complete professional programs in Education are judged by professionals in the field to be well prepared to practice. However, there are some inconsistencies in the quality of preparation. These inconsistencies are related to provisions in both the Common Standards as well as the program standards. Attention needs to be given to assessing the development of a means to control redundancy of content within specific program areas. In addition to program content concerns, there appeared to be inconsistency of advisement practices leading to some confusion about requirements and actual type of certification.

The team recommends that Sonoma State University provide evidence to the CCTC staff that appropriate actions have been taken to address each of the stipulations within one year from date of action by the Committee on Accreditation.

Team Leader: **Kathleen Cohn**
California State University, Long Beach

Common Standards Cluster:
Crystal Gips, Cluster Leader
California State University, Northridge

Jim Reidt
San Juan Unified School District

Basic Credential Cluster:
Kathleen Taira, Cluster Leader
California State University, Dominguez Hills

Sally Botzler
Humboldt State University

Patricia Carrillo Hurtado
Sanger Unified School District

Gloria Johnston
Banning Unified School District

Mary Humphreys
Buena Park School District

Specialist Credential Cluster:

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

Teri Reger
Rowland Heights School District

Sue Craig
Red Bluff Union High School District

Carol Adams
Lompoc Unified School District

Services Credential Cluster:

Bill Watkins, Cluster Leader
National University

Charla Rolland
California State University, Hayward

Lynn Wilcox
California State University, Sacramento

DATA SOURCES

DOCUMENTS REVIEWED

Class Schedule
 University Catalog
 Program Documents
 Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Student Handbook
 Follow-up Survey Results
 Needs Analysis Results
 Information Booklets
 Faculty Vita

INTERVIEWS CONDUCTED	Common Cluster	Basic Cluster	Specialist Cluster	Services Cluster	TOTAL
Program Faculty	22	26	15	10	73
Institutional Administration	10	3	8	6	27
Candidates	45	217	38	81	381
Graduates	6	32	22	30	90
Employers of Graduates	6	12	8	16	42
Supervising Practitioners	3	22	6	5	36
Advisors	2	5	8	3	18
School Administrators	3	11	7	43	64
Credential Analyst	1	1	1	1	1
Advisory Committee	1	22	2	8	33
TOTAL					767

Committee on Accreditation Action

- 1) The Committee acted to make the following accreditation decision for Sonoma State University and all of its credential programs:

ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- The Multiple Subject CLAD/BCLAD Internship program was initiated December 1997 under accelerated approval in response to class size reduction, as authorized by the Commission. The institution must provide evidence that the program was submitted and accredited by the beginning of the 1998-99 funding cycle.
- The Single Subject CLAD Emphasis document must be submitted to the Commission for initial accreditation purposes as soon as possible. Some students were under the impression that the Single Subject CLAD Emphasis program was already in place.
- A comprehensive unit-wide evaluation system must be designed and implemented to regularly inform program planning and decision making. This development process must include practitioners (i.e., graduates, master teachers, employers) and diverse community members, in addition to university faculty, staff, and students. Data should be analyzed and linked to competence and performance criteria used to assess candidates in all credential programs.
- That the institution provide evidence of the development of a system for the selection, training, and evaluation of field supervisors/cooperating teachers who supervise in all credential areas.

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

- Administrative Services Credentials
 - Preliminary
 - Preliminary Internship
 - Professional
- Education Specialist Credentials
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
- Multiple Subjects Credentials
 - Multiple Subject
 - Multiple Subject Internship
 - CLAD/BCLAD Emphasis (Spanish)
 - Early Childhood/CLAD Emphasis

- Pupil Personnel Services Credential
School Counseling
 - Reading/Language Arts Specialist Credential
 - Single Subject Credential
Single Subject
- 2) The Committee decided that Sonoma State University must provide evidence to Commission staff about the actions to respond to all of the stipulations noted above within one year of the date of this action.
- 3) The Committee further decided that:
- The institution's response to the preconditions be accepted.
 - Sonoma State University to be permitted to propose new credential programs for approval to the Committee on Accreditation.
 - Sonoma State University be placed on the schedule of accreditation visits for the 2003-2004 academic year for a COA visit.

Institution: University of California, San Francisco

Dates of Visit: April 20 - 22, 1998

Accreditation Team Recommendation: ACCREDITATION

Rationale:

The decision to recommend Accreditation was based on team consensus that all Common Standards and Program Standards were met. Common Standard 2 was minimally met with Substantive Concerns. This was based on the loss of major grant support from the Maternal Child Health Branch of the Department of Health Services two weeks prior to the visit.* A written appeal of this decision had been filed at the time of the visit, and an alternate plan for funding was under development by the Coordinator and Department Chair. The evidence presented in the institutional report, as well as the interviews, site visits, and documents available on site all indicated that the program is effective and of high quality. Although some areas of concern are noted in this report, the overall quality of this developing program is clear.

*It should be noted that since the visit, the funding decision from Maternal Child Health Branch has been reversed based on the appeal, and full funding for the program has been restored.

Team Leader: Eva Miller, R.N., M.S.
Loma Linda University

Team Member: Sheila Holcomb, R.N., M.S.N.
Folsom-Cordova Unified School District

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
11	Program Faculty	2	Catalog
8	Institution Administration	4	Program Document
7	Candidates	21	Course Syllabi
7	Graduates	6	Candidate Files
6	Employers of Graduates	2	Fieldwork Handbook
4	Supervising Practitioners	5	Follow-up Survey Results
3	Advisors	0	Needs Analysis Results
3	School Administrators	5	Information Booklet
1	Credential Analyst	3	Field Experience Notebook
2	Advisory Committee		

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to University of California, San Francisco and all of its credential programs:

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

Health Services Credential

The Committee further acted that:

- The institution's response to the preconditions be accepted.
- University of California, San Francisco be permitted to propose new credential programs for approval to the Committee on Accreditation.
- University of California, San Francisco be placed on the schedule of accreditation visits for the 2003-2004 academic year for a COA visit.

Institution: University of the Pacific (COA/NCATE Merged Visit)

Dates of Visit: April 5 - 8, 1998

**Accreditation Team
Recommendation:** ACCREDITATION

Rationale:

The CCTC/NCATE merged accreditation team finds the education programs at the University of the Pacific to be generally well designed and implemented. Faculty and administration are encouraged to be attentive and responsive to observations and recommendations contained in this report with regard to:

- program assessment,
- supervision of fieldwork prior to student teaching,
- increasing coverage of second language acquisition issues,
- and providing greater depth in the multiple subject reading course in the area of early literacy.

The issues raised above did not call for any stipulations in the team's professional judgment. The team believes that the institutions is aware of these issues and already has plans in place to address them.

Team Leader: **Randall Lindsey** (Visit Co-Chair)
University of Redlands

Common Standards Cluster:

Dale Lange (Visit Co-Chair)
University of Minnesota

LeRoy Gornick
Baker City Schools, Oregon

Nancy Gerdin Vall
Bethel College,

Jeannie Christiansen
University of Idaho

Greta Pruitt
Los Angeles Unified School District

Jim Brown
Chapman University

Basic Credential Cluster:

Bob Curley, Cluster Leader
University of San Francisco

Andrea Guillame
California State University, Fullerton

Carol McAllister
Los Alamitos Unified School District

Specialist Credential Cluster:

Athena Waite, Cluster Leader
University of California, Riverside

Sharon Rogers
Claremont Graduate University

Services Credential Cluster:

Terry Cannings, Cluster Leader
Pepperdine University

Steve Riley
Galt Unified School District

Barbara Wilson
California Department of Education

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
22	Program Faculty	x	Catalog
9	Institution Administration	x	Program Document
116	Candidates	x	Course Syllabi
78	Graduates	x	Candidate Files
16	Employers of Graduates	x	Fieldwork Handbook
38	Supervising Practitioners		Follow-up Survey Results
16	Advisors		Needs Analysis Results
35	School Administrators	x	Information Booklet
1	Credential Analyst	x	Field Experience Notebook
26	Advisory Committee		

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to University of the Pacific and all of its credential programs.

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

- Administrative Services Credentials
 - Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services Credential
 - Language, Speech, and Hearing
- Education Specialist Credentials
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
- Multiple Subjects Teaching Credentials
 - Multiple Subject
 - Multiple Subject CLAD/BCLAD (Spanish)
 - Multiple Subject CLAD/BCLAD (Spanish) Internship

- Pupil Personnel Service Credentials
School Counseling
School Psychologist
- Single Subject Teaching Credentials
Single Subject
Single Subject Internship

The Committee further acted that:

- The institution's response to the preconditions be accepted.
- The University of the Pacific be permitted to propose new credential programs for approval to the Committee on Accreditation.
- The University of the Pacific be placed on the schedule of accreditation visits for the 2003-2004 academic year, subject to the consent of the National Council for Accreditation of Teacher Education.

Institution: Westmont College

Dates of Visit: **March 9-12, 1998**

Accreditation Team
Recommendation: **ACCREDITATION**

Rationale:

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

1. Common Standards - The Common Standards were first reviewed one by one and then voted upon by the entire team. All were judged to have been fully met.
2. General Standards - The General Standards were first reviewed one by one and then voted upon by the entire team. All were judged to have been fully met.
3. Overall Recommendation - The decision to recommend Accreditation was, in part, based on team consensus that all Common Standards were met. Although some areas of concern are noted in this report, the overall quality of the programs is good. Furthermore, the team determined that even though

there were a few minor concerns, there were compensating strengths in the program area and that a stipulation should be not be placed on the institution. Compensating strengths for this program included consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that both credential programs were effective and generally of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation.

Team Leader: Marsha K. Savage
California Baptist College

Team Member: Jan Ackerman
Rio Real School District (retired)

Team Member: Larry Christiansen
Kern High School District

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
4	Program Faculty	X	Catalog
4	Institutional Administration	X	Institutional Self Study
37	Candidates	X	Course Syllabi
23	Graduates	X	Candidate Files
14	Employers of Graduates	X	Fieldwork Handbook
27	Supervising Practitioners	X	Follow-up Survey Results
4	Advisors		Needs Analysis Results
18	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
8	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae
			Other (Name)

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to Westmont College and all of its credential programs.

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

- Multiple Subject CLAD
- Single Subject CLAD

The Committee further acted that:

- The institution's response to the preconditions be accepted.
- Westmont College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Westmont College be placed on the schedule of accreditation visits for the 2003-2004 academic year.

APPENDIX B

**Initial Program Accreditation Actions Taken by the
Committee on Accreditation
1997-98**

APPENDIX B

Initial Program Accreditation Actions Taken by the Committee on Accreditation - 1997-98

Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 1997-98 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named in each listing.

Initial Accreditation Based Upon Panel Review

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

A. Programs of Professional Preparation for the Administrative Services Credential

Azusa Pacific University	Preliminary Preliminary Internship
California Baptist College	Preliminary
California Lutheran University	Preliminary Professional
California Polytechnic State University, San Luis Obispo	Preliminary Preliminary Internship Professional
California State University, Dominguez Hills	Preliminary Professional
California State University, Fullerton	Preliminary Professional
California State University, Hayward	Preliminary Preliminary Internship

California State University, San Bernardino	Preliminary Preliminary Internship Professional
Chapman University	Preliminary Preliminary Internship Professional
Claremont Graduate University	Professional
Concordia University	Professional
Humboldt State University	Preliminary
La Sierra University	Preliminary Professional
Loyola Marymount University	Preliminary Professional
Mills College	Preliminary Preliminary Internship
Point Loma Nazarene College	Preliminary Professional
St. Mary's College	Preliminary Professional
San Diego State University	Preliminary Professional
San Francisco State University	Preliminary Preliminary Internship Professional
Santa Clara University	Preliminary Preliminary Internship Professional
Santa Clara University	Professional
Simpson College	Preliminary Professional
Sonoma State University	Preliminary Preliminary Internship Professional

Stanford University	Preliminary
University of California, Santa Barbara	Preliminary Professional
University of La Verne	Preliminary Preliminary Internship Professional
University of Southern California	Preliminary Professional
Whittier College	Preliminary Professional

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

Association of California School Administrators
 Curriculum and Instructional Leaders Academy
 Principals Academy
 Pupil Personnel Services Academy
 Special Education Academy

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

California State Polytechnic University, Pomona
Preliminary Level I
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
 (Regular and Internship)

California State University, Bakersfield
Preliminary Level I
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities

California State University, Chico
Preliminary Level I and Professional level II
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
 (Regular and Internship)
 Early Childhood Special Education Certificate

California State University, Dominguez Hills

Preliminary Level I and Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Early Childhood Special Education

(Regular and Internship at Level I only)

Early Childhood Special Education Certificate

California State University, Fullerton

Preliminary Level I and Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

(Regular and Internship)

Early Childhood Special Education &

Early Childhood Special Education Certificate

California State University, Hayward

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

California State University, Long Beach

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

(Regular)

California State University, Sacramento

Preliminary Level I and Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

(Regular and Internship)

California State University, San Bernardino

Preliminary Level I and Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

(Regular and Internship)

California State University, Stanislaus

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Chapman University

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Holy Names College	<u>Preliminary Level I</u> Mild/Moderate Disabilities
Loyola-Marymount University	<u>Preliminary Level I</u> Mild/Moderate Disabilities
Mount St. Mary's College	<u>Preliminary Level I</u> Mild/Moderate Disabilities
National University	<u>Preliminary Level I</u> Mild/Moderate Disabilities Moderate/Severe Disabilities
Point Loma Nazarene College	<u>Preliminary Level I</u> Mild/Moderate Disabilities
St. Mary's College of California	<u>Preliminary Level I</u> Mild/Moderate Disabilities Moderate/Severe Disabilities
San Francisco State University	<u>Preliminary Level I</u> Mild/Moderate Disabilities Moderate/Severe Disabilities Deaf and Hard of Hearing Early Childhood Special Education Physical and Health Impairments Visually Impairments (Regular) <u>Clinical Rehabilitative Services</u> Language, Speech and Hearing Audiology Orientation and Mobility

San Jose State University

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

(Regular)

Deaf and Hard of Hearing

Early Childhood Special Education

Santa Clara University

Preliminary Level I and Professional Level II

Mild/Moderate Disabilities

(Regular and Internship)

Early Childhood Special Education

(Regular and Internship)

Sonoma State University

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

University of California, Riverside

Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

University of the Pacific

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

(Regular and Internship)

Clinical Rehabilitative Services

Language, Speech and Hearing

University of San Francisco

Preliminary Level I and Professional Level II

Mild/Moderate Disabilities

(Regular and Internship)

University of Southern California-John Tracy Clinic

Preliminary Level I and Professional Level II

Deaf and Hard-of-Hearing

D. Programs of Professional Preparation for Specialist Programs in Adapted Physical Education

California State Polytechnic University, Pomona

California State University, Long Beach

Initial Accreditation Based Upon Staff Review

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

A. Programs of Professional Preparation for the Multiple and Single Subject Credentials - CLAD/BCLAD Emphasis

Whittier College	MS/SS: CLAD Emphasis
California State University, Dominguez Hills	MS/SS: CLAD/BCLAD Emphasis Add Khmer
California State University, Stanislaus	SS: CLAD/BCLAD Emphasis (Spanish)
Patten College	MS: CLAD Emphasis
Pepperdine University	MS/SS: CLAD Emphasis (Integrated Option)
Pepperdine University	MS/SS: CLAD Emphasis (5th Year Option)
Westmont College	MS/SS: CLAD Emphasis
United States International University	MS/SS: CLAD Emphasis

B. Programs of Professional Preparation for the Multiple and Single Subject Credentials - Internship

California State University, Bakersfield	MS CLAD/BCLAD Internship (Spanish)
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California Lutheran University	MS CLAD/BCLAD Internship (Spanish)
California Polytechnic University, San Luis Obispo	MS CLAD/BCLAD Internship (Spanish)
Patten College	MS Internship MS CLAD Internship
California State University, Sacramento	SS CLAD/BCLAD Internship (Spanish, Cantonese, Mandarin, Hmong, Khmer, Korean, Philipino, Vietnamese)
California State University, Stanislaus	MS CLAD/BCLAD Internship (Spanish)
Santa Clara University	MS/SS CLAD Internship
San Jose State University	MS CLAD/BCLAD Internship (Spanish and Vietnamese)
San Francisco State University	SS CLAD Internship

APPENDIX C

Additional Accreditation Actions Taken by the Committee on Accreditation 1997-1998

APPENDIX C

Additional Accreditation Actions Taken by the Committee on Accreditation - 1997-98

Introduction

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 1997-98 academic year. Actions include the withdrawal of programs, reinstatement of programs, removal of accreditation stipulations and changing of accreditation status.

A. Reinstatement of Professional Preparation Programs

In January, 1998, the Committee took action to reinstate the Administrative Services Credential Program (Preliminary and Professional Levels) at **California State University, Fullerton**, effective July 1, 1998. There will be a focused program re-visit in Spring, 1999, to assess the effectiveness of the reinstated program.

B. Withdrawal of Professional Preparation Programs

In January, 1998, the Committee approved the voluntary withdrawal of the Reading/Language Arts Specialist Credential Program at **California Polytechnic State University, San Luis Obispo**.

In March, 1998, the Committee approved the voluntary withdrawal of the Reading/Language Arts Specialist Credential Program at **University of California, Santa Barbara**.

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

C. Removal of Accreditation Stipulations

In August 1997, the Committee voted to remove the stipulation on the Administrative Services Credential Programs at **California State University, Dominguez Hills**. The institution was required to submit a complete program proposal responding to the Commission's standards and have the program recommended for initial accreditation by the Administrative Services

Credential Program Review Panel. The review panel made that recommendation on August 14, 1997.

In January 1998, the Committee voted to remove all stipulations (with the exception of one on Common Standard Three related to the Administrative Services Credential Program) placed on the programs of professional preparation at **California State University, Stanislaus**. The institution provided written evidence of steps taken to address the stipulations. The institution was given additional time to remove the remaining stipulation.

In May, 1998, the Committee removed the stipulations placed on the Multiple and Single Subject Programs at **San Diego State University**, Imperial Valley Campus. The decision was made on the basis of written documentation and a focused re-visit conducted by Commission staff. All issues identified by the accreditation team were satisfactorily addressed.

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

In January, 1998, the Committee voted to remove the stipulation on the Pupil Personnel Services: School Counseling Credential program at **California State University, Hayward**, based on the staff evaluation of the institutional response to the technical stipulation. The institution prepared a thorough and complete self-study which clearly articulated and provided documentation for each CTC standard. Further, the Committee on Accreditation voted to change the accreditation status of California State University, Hayward from "Accreditation with a Technical Stipulation" to "Accreditation" based upon the removal of the above technical stipulation.

In May, 1998, the Committee voted to remove the technical stipulation placed on the professional preparation programs at **California State University, Chico**. The institution was required provide a response to the Committee on Accreditation about actions taken to remedy all standards less than fully met within one calendar year from the date of the action. A written report was provided for staff review, providing the requested information about the Administrative Services Credential Program, the Multiple and Single Subject Teaching Credential Programs and the Common Standards. The Committee on Accreditation also voted to change the accreditation status of California State University, Chico from "Accreditation with a Technical Stipulation" to "Accreditation" based upon the removal of the above technical stipulation.

In May, 1998, the Committee also voted to remove the stipulations on the professional preparation programs at **California State University, Dominguez Hills**. The institution was required to submit a complete program proposal for the Administrative Services Credential (The COA removed this stipulation in August, 1997.), make certain adjustments in the Multiple and Single Subject Internship programs, and to provide a complete self-study report and have a

team re-visit for the Pupil Personnel Services Credential Programs. The institution supplied the requested written information and a successful re-visit was conducted in May. On the basis of the removal of the stipulations, the Committee on Accreditation also voted to change the accreditation status of California State University, Dominguez Hills from "Accreditation with Substantive Stipulations" to "Accreditation."