TENTH ANNUAL ACCREDITATION REPORT

To the

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

By the

COMMITTEE ON ACCREDITATION

Tenth Annual Accreditation Report to the California Commission on Teacher Credentialing

By the Committee on Accreditation

Assisted by the Professional Services Division

Sacramento, California
August 2005

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COMMISSION ON TEACHER CREDENTIALING
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COMMITTEE ON ACCREDITATION
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August 18, 2005

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 *Tenth 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 2005-2006 as it implements the Commission's accreditation system.

2004-2005 was the eighth year that the Committee fully exercised its responsibilities under the *Accreditation Framework*. Through the continued receiving of accreditation team reports and the accreditation decision-making activity, the Committee has gained a comprehensive understanding of its work continues to take steps to enhance its procedures.

The Committee now looks forward to maintaining the high standards set by the Commission for its accreditation responsibilities in 2005-2006. The Committee also stands ready to assist the Commission as it considers its accreditation policies for the future.

Sincerely,

Lynne Cook   Dana Griggs
Committee Co-Chair   Committee Co-Chair

The Committee on Accreditation
June 2005

California Commission on Teacher Credentialing
Sacramento, California

- **Frederick Baker**, Professor
  Department of Education
  Calif. Polytechnic State Univ., Pomona

- **Diane Doe**, Retired Teacher
  Peer Assistance and Review
  San Francisco Unified School District

- **Lynne Cook**, COA Co-Chair
  Professor, College of Education
  California State University, Northridge

- **Irma Guzman-Wagner**, Retired Dean
  College of Education
  California State University, Stanislaus

- **Dana Griggs,** COA Co-Chair
  Assistant Superintendent
  Ontario Montclair School District

- **Edward Kujawa**, Dean
  School of Business, Education
  and Leadership
  Dominican University

- **David Madrigal**,
  Principal, John Muir Elementary School
  Antioch Unified School District

- **Karen O'Connor**, Teacher
  Sunset Hills Elementary School
  Poway Unified School District

- **Ruth Sandlin**, Chair, Ed. Psych & Couns.
  College of Education
  Calif. State University, San Bernardino

- **Sue Teele**, Director
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  University of California, Riverside

- **Donna Uyemoto**
  Chief Personnel Officer
  Dublin Unified School District

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

Section I.   Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation during the past year, including the organization of the Committee, list of meetings for 2004-2005, a summary of major accomplishments for the year and the adopted schedule of meetings for 2005-2006.

(1)   Election of Co-Chairs for 2004-2005

In developing its procedures, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. In August of 2004, the Committee elected Lynne Cook and Dana Griggs to serve as Co-Chairs during the 2004-2005 accreditation cycle.

(2)   Schedule of Committee Meetings for 2004-2005

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 2004-2005, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

August 19, 2004   Commission Offices, Sacramento
October 23, 2004   Commission Offices, Sacramento
January 27-28, 2005   Commission Offices, Sacramento
April 21, 2005   Commission Offices, Sacramento
June 9, 2005   Commission Offices, Sacramento

(3)   Major Accomplishments of the Committee on Accreditation

The Committee on Accreditation has now completed its eighth year of full accreditation decision-making responsibility. In addition to its major activity, hearing and acting upon five accreditation team reports the COA made initial accreditation decisions for 133 professional preparation programs, mostly programs of professional preparation for multiple and single subject credentials, fifth year of study, education specialist and pupil personnel services.

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

(4)   Schedule of Committee Meetings for 2005-2006

In order to fulfill its responsibilities and accomplish its workplan, the Committee on Accreditation has adopted a schedule for meetings for the 2005-2006 accreditation cycle.

August 18, 2005   Commission Offices, Sacramento
October 20, 2005   Commission Offices, Sacramento
January 19, 2006   Commission Offices, Sacramento
May 18, 2006   Commission Offices, Sacramento

Section II.   Accomplishment of the Committee's Workplan in 2004-2005

On August 19, 2004, the Committee on Accreditation adopted its workplan for 2004-2005. The Committee's elected Co-Chairs presented this workplan to the Commission at the November 2004 Commission meeting. The nine items that follow represent the key elements of the 2004-2005 workplan for the Committee on Accreditation. They include a detailed explanation of each task and its current status.

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

The *Accreditation Framework* called for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The contractor (American Institutes for Research) was fully involved in gathering data, attending COA meetings, observing accreditation visits, and interviewing participants in the accreditation process. The final report was presented to the Executive Director in April 2003 and initially reviewed at the May 2003 meeting of the COA and was the subject of discussion at subsequent COA meetings. An analysis of the findings of the AIR Report was included in the larger review of the *Accreditation Framework* initiated by the Commission at its May 2004 meeting when it appointed the Accreditation Study Work Group to work with the COA in the review. During the 2004-2005 year, the Committee on Accreditation worked closely with the Accreditation Study Work Group in conducting a complete review of the Commission's accreditation process. Early in the 2005-2006 year, the findings of the review will be presented for Commission consideration that may lead to making changes in the accreditation system and modifying accreditation procedures.

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

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

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with some national professional education organizations. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee also delayed further efforts to negotiate formal memoranda of understanding with some national professional education organizations while the accreditation review was being completed. The COA will present findings about this portion of the *Framework* and advise the Commission on possible changes that should be made.

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

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

During the 2004-2005 year, the number of programs granted initial accreditation was as follows:

Administrative Services Credential Programs	9
Agricultural Specialist Credential Programs	1
Bilingual and Cross-Cultural Language and Academic Development (BCLAD) Emphasis Programs	4
Bilingual Specialist Credential Programs	1
Blended Programs of Subject Matter Preparation and Professional Preparation for the Multiple and Single Subject Credential	6
Education Specialist Credential Programs	19
Fifth Year of Study Programs	31
Health Services (School Nurse) Credential Programs	3
Multiple and Single Subject Credential Programs	27
Pupil Personnel Services Credential Programs	30
Reading and Language Arts Specialist Credential Programs	2

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

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

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for all of the 2003-2004 accreditation cycle, with the exception of merged COA/NCATE visits. In March 2004 the Commission took further action to postpone accreditation visits originally scheduled for the 2004-2005 accreditation

cycle. The Accreditation Study Workgroup and the Committee on Accreditation will advise the Commission on developing a new schedule for evaluation activities.

During the 2004-2005 year, there were four accreditation visits to colleges and universities. All visits were merged COA/NCATE visits. A total of 44 state accreditation team members and 18 national team members participated in the visits. Following is the list of institutions and the accreditation decision of the Committee on Accreditation.

2004-2005 Accreditation Visits

Institution	Accreditation Decision
California State University, Dominguez Hills	Accreditation
California State University, Los Angeles	Accreditation
University of San Diego	This visit did not affect the status of full Accreditation granted by the COA in 2002
Sonoma State University	Accreditation

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

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

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. Minor modifications of accreditation procedures are incorporated into the accreditation process and the training curriculum as they occur. However, activities related to the *Accreditation Handbook* and team training have been postponed until after the completion of the evaluation of the *Accreditation Framework* and the Commission makes decisions about future accreditation policies and procedures.

Task 6   Maintain Public Access to the Committee on Accreditation

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

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

The Committee believes that the implementation of the SB 2042 reforms will continue to have significant implications for its work in accreditation. Thus, regular reports on the topic were presented. During the past year, the Committee has received extensive information from the Accreditation Study Work Group, staff, and interested stakeholders about Commission activities and actions related to accreditation issues in the context of the accreditation review.

Task 8   Preparation and Presentation of COA Reports to the Commission

The Committee on Accreditation adopted its Ninth Annual Accreditation Report in August 2004 and presented it to the California Commission on Teacher Credentialing at its November 2004 meeting. The presentation of the Tenth Annual Accreditation Report is scheduled for the November 2005 Commission meeting.

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

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual, as appropriate. In August 2004, the Co-Chairs were elected and the 2004-2005 workplan was adopted. The 2004-2005 schedule of meetings was adopted in May 2004.

As indicated earlier in this report, the major activity of the 2004-2005 year was the completion of the review of the *Accreditation Framework* and the accreditation system, in conjunction with the Accreditation Study Work Group. The major part of each COA meeting was devoted to activities related to the review. The report of that review will be presented to the Commission early in the 2005-2006 year.

Section III. Proposed Workplan for the Committee in 2005-2006

The items that follow represent the key elements of the 2005-2006 workplan for the Committee on Accreditation. Because the COA anticipates being fully involved in the implementation phase of a revised accreditation system, the major tasks before the COA during the next year will likely be focused on transition to a revised system and development of implementation procedures based upon new Commission policies on accreditation.

Task 1   **Complete the Evaluation of the *Accreditation Framework* and Begin Implementation of a Revised Accreditation System**

The *Accreditation Framework* called for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The contractor (American Institutes for Research) was fully involved in gathering data, attending COA meetings, observing accreditation visits, and interviewing participants in the accreditation process. The final report was presented to the Executive Director in April 2003 and initially reviewed at the May 2003 meeting of the COA and was the subject of discussion at subsequent COA meetings. An analysis of the findings of the AIR Report was included in the larger review of the *Accreditation Framework* initiated by the Commission at its May 2004 meeting when it appointed the Accreditation Study Work Group to work with the COA in the review. During the 2004-2005 year, the Committee on Accreditation worked closely with the Accreditation Study Work Group in conducting a complete review of the Commission's accreditation process. Early in the 2005-2006 year, the findings of the review will be presented for Commission consideration. Once the Commission acts, the major activities of the COA during the remainder of the year will be to begin transition to the revised system and develop implementation procedures for the revised Accreditation Framework.

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

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) was renewed in October 2001. The COA has continued monitoring the agreement in the same manner as during previous years to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each visit and that the process reduces duplication. The COA will begin work on a review of the Partnership Agreement, in light of a revised *Accreditation Framework*. Work will also begin on the next renewal of the Partnership Agreement.

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with some national professional education organizations. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee also delayed further efforts to negotiate formal memoranda of understanding with some national professional education organizations while the accreditation review was being completed. Once

the Commission acts on the revised *Framework*, the COA will resume its efforts to work with national professional education organizations in the context of the revised accreditation system.

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

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

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

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for all of the 2003-2004 accreditation cycle, with the exception of merged COA/NCATE visits. In March 2004 the Commission took further action to postpone accreditation visits originally scheduled for the 2004-2005 accreditation cycle. The Committee on Accreditation will develop a new schedule for evaluation activities to implement a revised accreditation system.

During the 2005-2006 year, there will be one accreditation site visit to California State University, Fresno. It is a merged COA/NCATE visit.

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

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

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

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

Task 7   Receive Regular Updates on Commission Activities Related to Accreditation

The Committee will be receiving information about Commission activities and actions that are be related to accreditation issues. The COA will also solicit information about Commission suggestions and concerns about its accreditation system.

Task 8   Preparation and Presentation of COA Reports to the Commission

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

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

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

APPENDIX A

**Continuing Accreditation Decisions Made by the Committee
on Accreditation Based Upon
Site Visits Conducted - 2004-2005**

APPENDIX A

Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visits Conducted - 2004-2005

Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 2004-2005 academic year, based upon team site visits. Merged NCATE/COA Accreditation visits were conducted for four institutions. The accreditation information is presented in two parts as follows:

- Accreditation team report information, including the accreditation team recommendation and the rationale for the recommendation, the team membership, and a summary of the documents reviewed and the interviews conducted.

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

California State University, Dominguez Hills
November 13 – 17, 2004
(COA/NCATE Merged Accreditation Visit)

A. Accreditation Team Report Information

Team Recommendation: Accreditation

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

1. NCATE's Six Standards and Conceptual Framework: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilized the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.

2. Program Standards: Team clusters for Basic credentials and Services credentials reviewed all data regarding those credential programs. Appropriate input was provided

by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA members, considered whether the program standards were either met, met with concerns, or not met.

3.   Accreditation Recommendation: The decision to recommend Accreditation was based on team consensus that the six(6) NCATE Standards were met, with two identified areas for improvement for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas, with the exception that in four of the credential programs, one standard was met with concerns. This accomplishment was made in a period of time when a transition to newly designed programs, changes in college leadership, and budget reductions were occurring. During this period of time, faculty maintained their strong commitment to program excellence, diversity goals, student needs, and collaborative relationships with public schools and colleagues within the university. It is clear that the institution administration has been strongly supportive of faculty efforts and provided appropriate leadership to the college during this time of change.

Team membership

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

NCATE Team Leader   **Kay Persichitte,** (Team Co-Chair and
                                Common Standards Cluster Leader)
                                University of Wyoming

Common Standards Cluster:
                                Philip Ginnetti (NCATE Member)
                                Youngstown State University (Ohio)

                                Jane H. Applegate (NCATE Member)
                                University of South Florida

                                Yvonne Lux (CCTC/COA Member)
                                California Lutheran University

                                Mark Cary (CCTC/COA Member)
                                Davis Joint Unified School District

Basic Credential Cluster:

>**Chuck Zartman,** (Cluster Leader)
>California State University, Chico
>
>**Beth Bythrow**
>Los Angeles Unified School District
>
>**David Simmons**
>Ventura County Office of Education
>
>**Linda Smetana**
>California State University, Hayward

Services Credential Cluster:

>**Marian Reimann,** (Cluster Leader)
>Los Angeles Unified School District (Retired)
>
>**Angela Louque**
>California State University, San Bernardino
>
>**Loretta Whitson**
>Monrovia Unified School District
>
>**Shane Jimerson**
>University of California, Santa Barbara
>
>**Marilyn Cothran**
>Simi Valley 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

Portfolios
Candidate Work Samples
Exit Surveys
Assessment Data
Technology Matrix
Course Materials

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	10	35	62	34	**141**
Institutional Administration	8	20	8	4	**40**
Candidates	10	56	125	95	**286**
Graduates	2	31	35	45	**113**
Employers of Graduates		3	18	23	**44**
Supervising Practitioners		10	31	20	**61**
Advisors		5	19	6	**30**
School Administrators		4	14	36	**54**
Credential Analyst		2	3	2	**7**
Advisory Committee		10	5	27	**42**

TOTAL   818

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

B.   **Committee on Accreditation Action**

1.   The decision for California State University, Dominguez Hills and all of its credential programs is: **ACCREDITATION**

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

- Administrative Services Credential
     Preliminary Credential
     Professional Credential

- Education Specialist Credentials
     <u>Preliminary Level I</u>
     Early Childhood Special Education
     Early Childhood Special Education Internship
     Mild/Moderate Disabilities
     Mild/Moderate Disabilities Internship
     Moderate/Severe Disabilities
     Moderate/Severe Disabilities Internship
     <u>Professional Level II</u>
     Early Childhood Special Education
     Mild/Moderate Disabilities
     Moderate/Severe Disabilities

- Multiple Subject Credential
     Multiple Subject Credential
     BCLAD Emphasis (Spanish, Korean, Chinese, Tagalog)
     Multiple Subject Intern

- Pupil Personnel Services Credential
     School Counseling
     School Counseling Internship
     School Psychology
     School Psychology Internship
     Child Welfare and Attendance

- Resource Specialist Certificate

- Single Subject Credential
     Single Subject Credential
     BCLAD Emphasis (Spanish, Korean, Chinese, Tagalog)
     Single Subject Internship

2.   In addition:

- The institution's response to the preconditions is accepted

- California State University, Dominguez Hills is permitted to propose new credential programs for approval by the Committee on Accreditation.

- California State University, Dominguez Hills is placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

California State University, Los Angeles
November 6 – 10, 2004
(COA/NCATE Merged Accreditation Visit)

A.   Accreditation Team Report Information

Team Recommendation: Accreditation

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

1.   NCATE's Six Standards and Conceptual Framework: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement.

2.   Program Standards: Team clusters for (1) Basic credential programs, (2) Specialist credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, considered whether the program standards were either met, met minimally, or not met.

3.   Accreditation Recommendation: The decision to recommend Accreditation was based on team consensus that the six(6) NCATE Standards were met, with two identified areas for improvement for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas. This was accomplished

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in a period of time when a transition to newly designed programs, changes in college leadership, and budget reductions were occurring. During this period of time, faculty maintained their strong commitment to program excellence, student needs, collaborative relationships with public schools and colleagues within the university. It is clear that the college administration has been strongly supportive of faculty efforts and provided appropriate leadership to the college during this time of change.

Team Membership

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

Common Standards Cluster:

Frank Meyers, Cluster Leader, NCATE Chair (Team Co-Chair)
University of Nevada, Reno

Nicholas Michelli (NCATE Member)
City University of New York

Nancy Shapiro (NCATE Member)
University System of Maryland

Susan Roark (NCATE Member)
Nicholls State University (Louisiana)

Jacqueline Yanagi (NCATE Member)
Koloa Elementary School (Hawaii)

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

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

Sharon Brockman (CCTC/COA Member)
Sacramento City Unified School District
(also serving on Specialist Credential Cluster)

Basic Credential Cluster:

Juan Flores, Cluster Leader
California State University, Stanislaus

Sally Botzler
Humboldt State University
Mel Lopez
Anaheim City School District (Retired)

Karen McVey
Morongo Unified School District (Retired)

Rita Mulholland
California State University, Chico

Specialist Credential Cluster:

Judy Mantle, Cluster Leader
University of San Diego

Sharon Brockman
Sacramento City Unified School District

Nancy Tatum
California Department of Education

Jeanne Davis
California State Polytechnic University, Pomona (Retired)

Services Credential Cluster:

Jo Birdsell, Cluster Leader
Point Loma Nazarene University

Cathy Turney
West Covina Unified School District

Dale Matson
Fresno Pacific University
Joanne Abrassart
Moreno Valley Unified School District

Claudia Bays
California State University, Sacramento (Retired)

DOCUMENTS REVIEWED

University Catalog   Portfolios
Institutional Self Study   Examinations
Course Syllabi   Student Work Samples
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

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Specialist Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	8	28	65	40	46	**187**
Institutional Administration	10	13	20	2	6	**51**
Candidates	6	35	150	183	108	**482**
Graduates	3	10	21	26	43	**103**
Employers of Graduates		4	7	7	12	**30**
Supervising Practitioners		5	5	12	16	**38**
Advisors			1	1	25	**27**
School Administrators		4	4	9	19	**36**
Credential Analyst		2		1	2	**5**
Advisory Committee		3	10	6	13	**32**

TOTAL   **991**

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

B.   Committee on Accreditation Action

1.   The decision for California State University, Los Angeles and all of its credential programs is: **ACCREDITATION**

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

- Adapted Physical Education Credential

- Administrative Services Credential
    Preliminary
    Preliminary Internship
    Professional

- Clinical Rehabilitative Services Credential
    Language Speech and Hearing
    Audiology
    Special Class Authorization
    Orientation and Mobility

- Education Specialist Credentials
    Preliminary Level I
    Early Childhood Special Education
    Early Childhood Special Education Internship
    Mild/Moderate Disabilities
    Mild/Moderate Disabilities Internship
    Moderate/Severe Disabilities
    Moderate/Severe Disabilities Internship
    Physical and Health Impairments
    Physical and Health Impairments Internship
    Visual Impairments
    Visual Impairments Internship
    Blended Program-Mild/Moderate Disabilities, Moderate Severe
        Disabilities/Elementary Subject Matter
    Professional Level II
    Early Childhood Special Education
    Mild/Moderate Disabilities
    Moderate/Severe Disabilities
    Physical and Health Impairments
    Visual Impairments

- Health Services (School Nurse) Credential

- Multiple Subject Credential
    Multiple Subject
    BCLAD Emphasis (Spanish, Cantonese, Mandarin)
    Multiple Subject Internship

Blended Program/Elementary Subject Matter

- Pupil Personnel Services Credential
  School Counseling
  School Counseling Internship
  School Psychology
  School Psychology Internship
  Child Welfare and Attendance

- Reading and Language Arts Specialist Credential
  Reading Certificate
  Reading and Language Arts Specialist

- Resource Specialist Certificate

- Single Subject Credential
  Single Subject Credential
  BCLAD Emphasis (Spanish)
  Single Subject Internship
  Blended Program/Science

2. In addition:

- The institution's response to the preconditions is accepted

- California State University, Los Angeles is permitted to propose new credential programs for approval by the Committee on Accreditation.

- California State University, Los Angeles is placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

University of San Diego
October 23-27, 2004
(Status Report)

A.   Accreditation Team Report Information

Note: The Findings Of The Merged Team Do Not Change the COA Accreditation Status for the University of San Diego

Background:
In April, 2002, the COA conducted a continuing accreditation visit at USD. Earlier, USD had discussed the possibility of requesting a COA continuing and an NCATE initial merged accreditation visit.   This possibility was discussed with Commission staff.   After some deliberation, the institution decided not to proceed with the initial NCATE visit for April, 2002. Around the time of the COA visit, the institution did decide to request an initial NCATE visit in the fall of 2004. Both the COA and NCATE agreed to schedule an initial visit for USD for that time.   The procedures adopted by the COA and in the partnership agreement are to have all NCATE visits be merged visits.   NCATE appointed five BOE members for the visit and the COA appointed four BIR team members. The nine team members worked as a single team with two co-chairs and all team decisions were made by consensus.

As a result of the April, 2002 COA visit, the team found all eight Common Standards to be met and all credential program standards were also met. The team recommended Accreditation with technical stipulations. In June, 2002, the COA adopted the team recommendations. The three stipulations were removed at the May 2003 COA meeting.

The October, 2004 merged COA/NCATE visit was based on the six NCATE Standards and the Conceptual framework. Since the 2004 merged visit is primarily for NCATE accreditation purposes, the results of the visit do not affect the state accreditation status of USD.

Team Membership

**NCATE Board of
Examiners Team Members:**

> **Margaret Ishler-Bosse** (NCATE Chair, Team Leader Co-Chair)
> University of Northern Iowa
>
> **Paula Prince**
> Knoxville Schools, Tennessee
>
> **Joseph Watras**
> University of Dayton (Ohio)
>
> **Johnnie Thompson**

Wichita State University (Kansas)

Randy Hitz
University of Hawaii, Hilo

State Team:

Joel Colbert (Team Leader)
Rossier School of Education
University of Southern California

Jim Reidt
Modernization Coordinator
San Juan Unified School District

Cathy Buell
Chair, Secondary Education
San Jose State University

Gary Kinsey
College of Education and Integrative Studies
Cal Poly, Pomona

State Consultant:

Phil Fitch
California Commission on Teacher Credentialing

As a result of the October, 2004 visit, the merged COA/NCATE team found that all six NCATE Standards were met with certain areas for improvement noted. The team recommendation was to be considered by the Unit Accreditation Board of NCATE at its first meeting in 2005.

Sonoma State University
March 5-9, 2005
(COA/NCATE Merged Accreditation Visit)

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale:
The recommendations pertaining to the accreditation status of Sonoma State University and all of its credential programs was determined based on the following:

1. NCATE's Six Standards and Conceptual Framework: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.

2. Program Standards: Team clusters for (1) Basic credential programs (Multiple and Single Subject – including internship, Multiple Subject BCLAD Emphasis, Blended Multiple Subject, Adapted Physical Education Specialist, Reading Certificate and Reading/Language Arts Specialist, Education Specialist in Special Education – Mild/Moderate and Moderate/Severe – including internship; (2) Services credential programs (Administrative Services including Preliminary, Preliminary Internship and Professional and Pupil Personnel Services: School Counseling including Internship) reviewed all program areas. Discussion of findings and appropriate input by individual team members and by the total merged team membership was provided to each of the clusters. Following these discussions of each program reviewed the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.

3. Accreditation Recommendation: The decision to recommend Accreditation was based on team consensus that the six NCATE Standards were met, with three identified areas for improvement for purposes of the NCATE report and the six standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas, with the exception that in two of the credential programs, one standard was met with concerns in each program. This accomplishment was made in a period of time when a transition to newly designed programs (Multiple and Single Subject and Pupil Personnel Services) had recently been implemented. One program (Administrative Services) was beginning to work with new CCTC Standards. Finally, there had been a recent change in leadership of the unit. It is obvious that the

school and university administration has been strongly supportive of faculty efforts and has provided appropriate leadership to the school during this time of change.

Team Membership

State Team Leader:

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

NCATE Team Leader:

Melba Spooner (Team Co-Chair and
Common Standards Cluster Leader)
University of North Carolina, Charlotte

NCATE/Common Standards Cluster:

Derek Minakami (NCATE Member)
Hawaii School District

Linda Cornelius (NCATE Member)
Mississsippi State University

Vernon Luft (NCATE Member)
University of Nevada, Reno

Mary McCorkle (NCATE Member)
Mobridge School District, South Dakota

Shane Martin (CCTC/COA Member)
Loyola Marymount University

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

Basic Credential Cluster:

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

Judith Greig
Notre Dame de Namur University

Carol Sue Adams
Lompoc Unified School District

Nancy Burstein
California State University, Northridge

Bert Goldhammer
Placer Hills Union High School District

Services Credential Cluster:

Gary Hoban, (Cluster Leader)
National University

Marcel Soriano
California State University, Los Angeles

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Course Materials
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae

Portfolios
Candidate Work Samples
Exit Surveys
Assessment Data
Follow-up Survey Results

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	11	20	46	14	**91**
Institutional Administration	10	21	6	7	**44**
Candidates	14	64	139	56	**273**
Graduates	5	23	56	29	**113**
Employers of Graduates	0	6	23	14	**43**
Supervising Practitioners	0	5	30	9	**44**
Advisors	0	0	7	2	**9**
School Administrators	3	3	14	23	**43**
Credential Analyst	0	2	2	0	**4**
Tech Support	2	2	2	0	**6**
Advisory Committee	2	5	15	4	**26**

TOTAL   696

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

B.   Committee on Accreditation Action

1.   The decision for Sonoma State University and all of its credential programs is **ACCREDITATION**

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

- Adapted Physical Education Specialist Credential

- Administrative Services Credential
      Preliminary
      Preliminary Internship
      Professional

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

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

- Pupil Personnel Services Credential
      School Counseling
      School Counseling Internship

- Reading and Language Arts Specialist Credential
      Reading Certificate
      Reading and Language Arts Specialist

- Resource Specialist Certificate

- Single Subject Credential
      Single Subject Credential
      Single Subject Internship

2.   In addition:

- The institution's response to the preconditions is accepted

- Sonoma State University is permitted to propose new credential programs for approval by the Committee on Accreditation.

- Sonoma State University is placed on the schedule of accreditation visits for the 2009-2010 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

APPENDIX B

**Initial Program Accreditation Actions Taken by
the Committee on Accreditation
2004-2005**

APPENDIX B
Initial Program Accreditation Actions Taken by the Committee on Accreditation – 2004-2005

Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 2004-2005 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**

California State University, Channel Islands
   Preliminary

California State University, San Bernardino
   Professional

John F. Kennedy University
   Preliminary
   Preliminary Internship

Point Loma Nazarene University
   Professional

San Joaquin County Education Office
   Preliminary

Santa Barbara County Education Office
   Preliminary Credential

St. Mary's College of California
    Preliminary Credential

University of LaVerne
    Professional Credential

B.   **Programs of Professional Preparation for the Agricultural Specialist Credential**

University of California, Davis

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

California Sate University, Bakersfield
    Multiple Subject Credential, BCLAD Emphasis (Spanish)

California State University, East Bay (formerly Hayward)
    Multiple Subject Credential, BCLAD Emphasis (Spanish

California State University, Fullerton
    Multiple Subject Credential, BCLAD Emphasis

San Jose State University
    Multiple Subject Credential, BCLAD Emphasis (Spanish, Vietnamese)

D.   **Programs of Professional Preparation for the Bilingual Specialist Credential**

San Diego State University

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

California Lutheran University
    Elementary Subject Matter/Multiple Subject

California State University, Bakersfield
    Liberal Studies/Multiple Subject

California State University, Chico
    Physical Education/Single Subject

California State University, Los Angeles
    Science/Single Subject

California State University, Monterey Bay
  Liberal Studies/Multiple Subject (BCLAD Emphasis)
  Liberal Studies/Mild/Moderate Education Specialist

F. Programs of Professional Preparation for the Education Specialist Credential

California Baptist University
  <u>Preliminary Level I</u>
  Moderate/Severe Disabilities
  Moderate/Severe Disabilities with Internship

California State University, Channel Islands
  <u>Professional Level II</u>
  Mild/Moderate Disabilities

California State University, Fullerton
  <u>Preliminary Level I</u>
  Early Childhood Special Education Internship, Option II

California State University, Monterey Bay
  <u>Professional Level II</u>
  Moderate/Severe Disabilities

Claremont Graduate University
  <u>Professional Level II</u>
  Mild/Moderate Disabilities

Orange County Office of Education
  <u>Preliminary Level I</u>
  Moderate/Severe Disabilities District Internship, Option II

Point Loma Nazarene University
  <u>Professional Level I</u>
  Mild/Moderate Disabilities
  <u>Professional Level II</u>
  Mild/Moderate Disabilities

San Joaquin County Office of Education
  <u>Preliminary Level I</u>
  Moderate/Severe Disabilities District Internship, Option II
  <u>Professional Level II</u>
  Mild/Moderate Disabilities District Internship
  Moderate/Severe Disabilities District Internship

Stanislaus County Office of Education
  <u>Preliminary Level I</u>

Mild/Moderate Disabilities District Internship, Option II

Touro University
    <u>Preliminary Level I</u>
    Mild/Moderate Disabilities
    Mild/Moderate Disabilities with Internship
    Moderate/Severe Disabilities

University of California, Berkeley Extension
    <u>Preliminary Level I</u>
    Mild/Moderate Disabilities Internship, Option II

University of La Verne
    <u>Professional Level II</u>
    Mild/Moderate Disabilities

University of San Diego
    <u>Preliminary Level I</u>
    Deaf and Hard of Hearing

G.   **Programs of Professional Preparation for the Fifth Year of Study**

Antioch University

Azusa Pacific University

Bethany College

Biola University

California Baptist University

California State Polytechnic University, Pomona

California State University, East Bay (formerly Hayward)

California State University, Fullerton

California State University, Long Beach

California State University, Sacramento

California State University, San Bernardino

Chapman University – Orange Campus

Chapman University – University Campus

Christian Heritage College

Dominican University

Fresno Pacific University

Inter-American College

John F. Kennedy University

La Sierra University

Loyola Marymount University

Mount St. Mary's College

National Hispanic University

National University

Notre Dame de Namur University

San Diego State University

Santa Clara University

Vanguard University

University of California, Los Angeles, Center X

University of California, Riverside, Extension Program

University of California, San Diego, Extension Program

University of Redlands

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

California State University, Fullerton
    School Nurse
    Special Teaching Authorization in Health

Loma Linda University
    Special Teaching Authorization in Health

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

Alliant International University
> Multiple Subject
> Multiple Subject Internship
> Single Subject
> Single Subject Internship

Argosy University
> Multiple Subject
> Multiple Subject (BCLAD Emphasis – Spanish)
> Single Subject
> Single Subject (BCLAD Emphasis – Spanish)

California State University, Bakersfield
> Multiple Subject
> Multiple Subject Internship
> Single Subject
> Single Subject Internship

California State University, East Bay (formerly Hayward)
> Multiple Subject
> Multiple Subject Internship

Concordia University
> Single Subject Internship

High Tech High School
> Single Subject Internship

Pacific Union College
> Multiple Subject
> Single Subject

San Jose State University
> Multiple Subject Credential
> Multiple Subject Internship
> Single Subject Credential
> Single Subject Internship

Touro University
    Multiple Subject Credential
    Multiple Subject Internship
    Single Subject Credential
    Single Subject Internship

William Jessup University
    Multiple Subject Credential

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

California Baptist University
    School Psychology
    School Psychology Internship

California State University, Chico
    School Psychology
    School Psychology Internship

California State University, Long Beach
    School Social Work
    Child Welfare and Attendance

California State University, Sacramento
    School Social Work
    School Counseling
    School Counseling Internship

Chapman University
    School Counseling (Orange Campus)
    School Counseling Internship (Orange Campus)
    School Counseling (University College)
    School Counseling Internship (University College)
    School Psychology (Orange Campus)
    School Psychology Internship (Orange Campus)
    School Psychology (University College)
    School Psychology Internship (University College)

National University
    School Counseling
    School Counseling Internship
    School Psychology
    School Psychology Internship

Phillips Graduate Institute
    Child Welfare and Attendance

St. Mary's College of California
    School Counseling

San Francisco State University
    School Counseling
    School Counseling Internship
    School Psychology
    School Psychology Internship

San Jose State University
    School Counseling
    School Counseling Internship

University of Southern California
    School Social Work

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

Reading Certificate
University of California, Irvine
University of California, Riverside (UCRX BLIT)

APPENDIX C

**Additional Accreditation Actions Taken by the Committee
on Accreditation
2004-2005**

APPENDIX C
Additional Accreditation Actions Taken by the Committee on Accreditation – 2004-2005

Introduction

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 2004-2005 academic year. Actions include the withdrawal of programs, removal of accreditation stipulations and changing of accreditation status.

A.   Withdrawal of Professional Preparation Programs

In August 2004, the Committee approved the voluntary withdrawal of the Education Specialist: Deaf and Hard of Hearing Programs at the **University of Southern California,** effective September 1, 2005 for the Level I program and June 30, 2007 for the Level II program.

In October 2004, the Committee approved the voluntary withdrawal of the Pupil Personnel Services, School Counseling program at **California State University, Chico,** effective June 30, 2006.

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

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

In January 2005, the Committee voted to remove the technical stipulations placed on **San Diego State University** based on the Accreditation Re-Visit Team Report, team recommendations and staff recommendations. The Committee voted to change the accreditation status from "Accreditation with Technical Stipulations" to "Accreditation".