

Report of the 6 Month Follow Up Report from California Baptist University October 2020

Overview

This report provides for Committee discussion the required 6 month follow up report of California Baptist University (CBU).

Staff Recommendation

That the COA accept CBU's follow up report. CBU will be back in April of 2021 to provide the required one year follow up report to address each stipulation.

Background

An accreditation visit for California Baptist University took place on March 22-25, 2020. The full accreditation visit report is available here: [California Baptist University Accreditation Report 2020](#).

The accreditation status granted to CBU by the COA at the May 7, 2020 meeting was **Accreditation with Stipulations**. The link to the accreditation decision letter with the language of the stipulations is here: [California Baptist University Stipulations](#).

The COA placed the following stipulations on CBU.

1. The institution shall present a report to the COA within 6 months to provide an outline of the actions underway to address stipulations related to each of the standards which were met with concerns.
2. The institution shall present a report to the COA within 12 months to provide evidence of the actions undertaken to address stipulations related to each of the standards which were met with concerns.

CBU provided a first draft of the 6 month follow up report to staff on September 16, and the final report to staff on October 15. Staff has reviewed [CBU's 6 month full report](#), and it is provided for COA members to review. A summary table of CBU actions taken thus far is below.

Summary of Actions taken by CBU to Address Stipulations

Standards Met with Concerns	Summary of CBU Actions
<p>Education Specialist Mild/Moderate (M/M) and Moderate/Severe (M/S) Program Standard 4 - Effective Communication and Collaborative Partnerships</p> <p><u>Team Report Rationale:</u> Although the program may touch on this content and the need to communicate and collaborate with general education teachers, service providers, co-teachers, and trans-disciplinary teams, there are not consistent opportunities for application of this learning. Candidate, completer, and site mentor interviews revealed a lack of preparation in this area and the need for increased intentionality in the planning of fieldwork and/or course assignments to include this.</p>	<p>The M/M program is adding several specific course assignments and clinical practice activities that will increase candidate’s practice in these areas. (see full report for details)</p> <p>The M/S program provided a detailed list of candidate opportunities in these areas.</p>
<p>Education Specialist Mild/Moderate Program Standard 7 - Transition and Transitional Planning</p> <p><u>Team Report Rationale:</u> In the Mild/Moderate Education Specialist program, there is insufficient evidence of direct instruction or opportunities to practice the planning, implementing and evaluating of transitional life experiences for students with disabilities. The Program Lead indicated that this has already been identified as a need and is currently being added into a course syllabus (SPE 555) for the Fall 2020. However, candidate, completer, and site mentor interviews for both Mild/Moderate and Moderate/Severe revealed a lack of preparation in this area and the need for increased intentionality in the planning of fieldwork and/or course assignments to include this.</p>	<p>The M/M program is adding several specific course assignments that will increase candidate’s practice in these areas. (see full report for details)</p> <p>The M/S program provided a detailed list of candidate opportunities in these areas, and also plans to increase existing course discussions regarding work with adult service agency personnel in planning for transition while students are still in special education programs and after graduation.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Education Specialist Mild/Moderate Program Standard 8 - Participating in IFSP/IEPs and Post-Secondary Transition Planning</p> <p><u>Team Report Rationale:</u> The program does not consistently ensure that candidates have the opportunity to become experts in this area. There is insufficient evidence that candidates are given opportunities to participate effectively as case managers for the entire IEP/IFSP/transition planning process from pre-referral to assessment, goal creation, instructional planning, and culminating IEP/IFSP/transition meeting with a team of stakeholders. Interviews with completers, candidates, mentor teachers, and adjunct faculty revealed a concern about the lack of preparation and the need to make additional efforts in this area. Completers felt strongly that they needed an entire class on this content due to the importance of this within a teaching position.</p>	<p>The M/M program is adding specific clinical practice activities that will demonstrate candidate's ability to participate as a team member or case manager in the planning process for the IFSP/IEP/transition.</p> <p>The M/S program is adding several specific course assignments and activities that will increase candidate's practice in these areas. (see full report for details)</p>
<p>Pupil Personnel Services Counseling Program Standard 13 - Collaboration and Coordination of Pupil Support Systems</p> <p>Team Report Rationale: Interviews indicate that candidates have inconsistent experiences with identifying collateral agencies that can support pupils. Site and university supervisors as well as candidates would like the curriculum to ensure that candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.</p>	<p>The PPS School Counseling program will network and collaborate with community-based organizations, agencies, and other professionals by working alongside faculty in the special education program, school psychology program and educational psychology program.</p> <p>Furthermore, changes to assignments within courses will include more opportunities for candidates to interact with community-based agencies and pupil support services. A critical assignment will also focus on collateral agencies that support students.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Pupil Personnel Services Counseling Program Standard 31 – Field Experience</p> <p>Team Report Rationale: The program does not have a systematic approach to placing candidates in field settings for practica, nor does the program have a systematic process to monitor placements. Consequently, the program is unable to ensure that candidates complete supervised experiences with respect to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.</p>	<p>In Fall 2021, the fieldwork placement staff and faculty will begin implementing a standardized procedure for placement of practica students. This will ensure that practica students are provided access to the resources required to complete practica hours prior to their final field experience. By Fall 2021, the PPS School Counseling program will update their existing placement database to reflect proper vetting of school counselors to serve as practica supervisors.</p>
<p>Pupil Personnel Services Psychology Program Standard 13- Collaboration and Coordination of Pupil Support Systems</p> <p>Team Report Rationale: Interviews indicate that candidates have inconsistent experiences with identifying collateral agencies that can support pupils. Site and university supervisors as well as candidates would like the curriculum to ensure that candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.</p>	<p>The PPS School Psychology program will collaborate with community-based organizations, agencies, and other professionals by working alongside faculty in the special education program, school counseling program and educational psychology program. Additionally, changes to assignments within the consultation and collaboration course will include more opportunities for candidates to interact with community-based agencies and pupil support services.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Pupil Personnel Services (PPS) Psychology Program Standard 25 – Practica</p> <p>Team Report Rationale: The program does not have a systematic approach to placing candidates in field settings for practica, nor does the program have a systematic process to monitor placements. Consequently, the program is unable to ensure that candidates complete supervised practica experiences that occur prior to the field experience, are conducted in laboratory and or field-based settings, and provide for the application of knowledge and mastery of distinct skills.</p>	<p>Beginning Summer 2020, a database of previously used, fully vetted practica field supervisors will be created. This will allow candidates to be placed by region in field-based activities that provide direct and indirect services in all areas of professional training. In Fall 2020, the fieldwork placement staff and faculty began implementing a standardized procedure for placement of practica candidates. This will ensure that practica students are provided access to the resources required to complete practica hours prior to their final field experience. By Fall 2021, the School Psychology program will update the database to reflect proper vetting of school psychologists to serve as practica supervisors.</p>
<p>Common Standard 1 - Institutional Infrastructure to Support Educator Preparation</p> <p>Team Report Rationale: Interviews with multiple key stakeholders as well as a review of submitted documents, indicated that the unit does not involve faculty from across all programs in the School of Education (SOE) organization, coordination, and decision-making process. In addition, interviews with stakeholders indicated a lack of parity in personnel (staff and faculty) within various programs in the unit as required for the effective operation of those programs.</p>	<p>The team findings for this standard were focused on inclusion of the PPS and SLP programs into the larger unit.</p> <p>The SOE has now created an all credential cluster that involves PPS faculty. The associate dean will join Speech-Language Pathology (SLP) faculty meetings and act as liaison to the SOE.</p> <p>By Fall 2022, the school psychology program will adjust faculty load standards to meet national accreditation standards and reduce the overload on program faculty.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Common Standard 2: Candidates Recruitment and Support</p> <p>Team Report Rationale: In interviews, program stakeholders, program faculty and advisors described some activities that were conducted to recruit candidates. However, there was limited evidence that the unit purposefully recruits and admits candidates to diversify the educator pool in California. A coordinated approach at the unit level to support recruitment of candidates into programs was not found.</p>	<p>The CBU SOE is working with CBU Admissions office staff to ensure attendance at recruiting events specifically for students of color.</p> <p>The SOE Dean has been appointed to the University’s Racial Equity Task Force and will be bringing the ideas, plans and training from the university level to the unit.</p> <p>The SOE has begun working with their advisors to provide more specific culturally responsive advising to support the success of all our students. CBU faculty is doing a specific book study on finding common ground with all students to support all students in the program.</p>
<p>Common Standard 3: Fieldwork and Clinical Practice</p> <p>Team Report Rationale: There was evidence that fieldwork and clinical practice experiences across all programs are not intentionally designed and implemented equally for all candidates. Interviews with faculty, candidates, and completers indicated that candidates in some programs are required to identify their own placements for both fieldwork and practica, which are then approved by the program. This process does not ensure a consistency of fieldwork experiences for all candidates. Some programs do not consistently ensure that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>	<p>The team findings for this standard were focused on PPS field placement issues. Both the PPS School Psychology and PPS School Counseling programs are enhancing their field placement processes as described in the program standards report sections below and in the full report.</p> <p>The clinical practice placement processes for the general education and education specialist credential programs continue to be done in collaboration with local school districts and a list of suitable placements is maintained.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Common Standard 4: Continuous Improvement</p> <p>Team Report Rationale: Interviews with stakeholders indicated that all programs are not equally involved in the unit’s continuous improvement process. There is not a regular and systematic plan for assessment and analysis of data across all programs.</p>	<p>The team findings for this standard were focused on the SLP program’s inclusion in the continuous improvement process.</p> <p>As detailed in the full report, SOE leadership is instituting new processes to assure that the SLP program is fully involved in all facets of the unit’s continuous improvement process.</p>