

Discussion of the 3rd Quarterly Report for University of Redlands

January 2024

Overview of this Report

This agenda item provides information on the third quarterly report submitted by the University of Redlands to address stipulations resulting from their February 2023 site visit. Following its decision of *Accreditation with Stipulations*, the Committee on Accreditation (COA) directed the University of Redlands to provide updates to Commission staff at quarterly intervals documenting the progress made toward addressing the stipulations in the [May 2023 Accreditation report](#). Information is included in this third quarterly report related to how the institution continues to work to address the requirements of each stipulation. To review the first and second quarterly reports to the COA, please click the following links:

[University of Redlands First Quarterly Report](#) (May 2023)
[University of Redlands First Quarterly Report](#) (October 2023)

The institution will host a revisit on March 25-28, 2024. Staff will continue to work with the institution to provide technical assistance and has begun shifting focus to preparing the institution and the site visit team for the focused revisit at the end of March.

Staff Recommendation

Commission staff recommends that the Committee on Accreditation (COA) accept the University of Redlands' third quarterly report.

Background

A site visit was held in person for the University of Redlands on February 26 – March 1, 2023. The accreditation report of that visit was presented to the COA at its [May 2023 meeting](#). Also presented at that time was the institution's response to the site visit team's finding related to Precondition 5. Pursuant to the Commission's *Accreditation Framework*, institutions, and the programs they sponsor must be in compliance with preconditions at all times. If an institution and/or any of its programs is determined to be out of compliance with one or more preconditions, the institution is notified and given 30 days from the date of notification to rectify the matter. Following discussion and deliberation of the report, the recommendations of the site visit team, and [University of Redlands' response to Precondition 5](#), the COA determined that the institution be granted **Accreditation with Stipulations**. The stipulations are listed below.

- 1) By the beginning of fall term 2023 the institution will demonstrate that Pupil Personnel Services: School Counselor and Preliminary Education Specialist programs have fully transitioned to the new standards. Specifically, by fall term 2023 the institution will:

- a. establish and implement a system for providing and tracking early field experiences across disability categories, including planned and supervised experiences in general education and special education for the Preliminary Education Specialist program with Intern.
 - b. provide evidence that the program provides opportunities for candidates to demonstrate knowledge of the disability characteristics for which the candidate is seeking authorization to teach for the Preliminary Education Specialist program with Intern.
 - c. provide evidence that coursework and fieldwork/clinical experiences in the Preliminary Education Specialist program with Intern provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation (TPE) including working with students with physical and multiple disabilities and implementing strength-based/ecological assessments across classrooms and non-classrooms contexts.
 - d. establish and implement a system to ensure all Pupil Personnel Services program site supervisors are trained in program requirements, models of supervision, and the School Counselor Performance Expectations (SCPEs) in collaboration with partners and school site supervisors.
 - e. identify appropriate activities for practica and fieldwork hours for Pupil Personnel Services: School Counseling candidates.
 - f. provide evidence of multiple opportunities for Pupil Personnel Services: School Counseling candidates to learn, apply, and reflect on each SCPE.
- 2) That the institution submit quarterly reports to demonstrate sufficient progress towards addressing the stipulations.
 - 3) That the institution host a focused revisit within one year in which a team will focus on interviews and evidence around the concerns and stipulations for the Preliminary Multiple and Single Subject credential with Intern, the Preliminary Education Specialist: Mild to Moderate Support Needs with Intern, and the Pupil Personnel Services: School Counseling credential.

Third Quarterly Report Contents

Following the February 2023 site visit, the University of Redlands leadership, faculty, and staff met to discuss the stipulations and continues to do so. Their first quarterly report contained actions both taken and those planned to address each of the stipulations. The second and third quarterly reports continue to build out evidence and narrative around continuing activities to address stipulations from the site visit. The institution's third quarterly responses are available here: [University of Redlands Quarterly Reports to Address Stipulations](#). The linked report includes the institution's responses to the stipulations with actions taken and links to evidence that supports the action. A summary of the report can be found below.

Stipulation 1, (a) through (f): *By the beginning of fall term 2023 the institution will demonstrate that Pupil Personnel Services: School Counselor and Preliminary Education Specialist programs have fully transitioned to the new standards. Specifically, by fall term 2023 the institution will:*

- a. *establish and implement a system for providing and tracking early field experiences across disability categories, including planned and supervised experiences in general education and special education for the Preliminary Education Specialist program with Intern.*

At the February 2023 site visit, the team found insufficient evidence that candidates were receiving 200 hours of early field experiences across disability categories, in both general education and special education settings, that were both planned and supervised for the Preliminary Education Specialist program with Intern. Since the site visit, the institution has updated the early fieldwork tracking form to include tracking for General Education and Special Education settings and all applicable disability categories. In the first and second quarterly reports, the institution included evidence and information about revisions to the Early Fieldwork webpage and updates to provide information about the 200-hour requirement, the use of an improved tracking form – which the institution began using in fall 2023 – and information for candidates about how the early fieldwork requirement occurs during the early semesters of the program and with the guidance of course instructors. The institution shared applicable course syllabi that were updated to include the number of hours of early fieldwork that are included in each course and also a listing of LEAs where early fieldwork will take place, aligned with the learning objectives of the course. Information and evidence were also provided regarding a strategy the institution developed and deployed intended to leverage existing partnerships within their network of local education agency (LEA) partners to better support structured field experiences and match candidates with strong mentors. The institution cited the goal of this new strategy as better aligning existing early field work assignments for candidates, wherever appropriate, with specific mentor teachers and school sites. As part of the third quarterly report, the institution has shown how it continues to evaluate and refine these measures to ensure effectiveness.

The revisit will provide the site visit team opportunities to interview program faculty and staff and current candidates to determine the extent to which these measures have been deployed and utilized effectively and in a way that meets the requirement of the standard, specifically that the early field experiences include experiences across disability categories, and experiences in both general education and special education.

- b. *provide evidence that the program provides opportunities for candidates to demonstrate knowledge of the disability characteristics for which the candidate is seeking authorization to teach for the Preliminary Education Specialist program with Intern.*

At the site visit, the team found insufficient evidence that candidates were receiving opportunities to demonstrate knowledge of the disability characteristics for the student population they would be authorized to teach (in this case, Mild to Moderate Support Needs) and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP) (Program Standard 1). As part of the first and second quarterly reports, the institution submitted a draft table outlining the evidence demonstrating where candidates are receiving opportunities to demonstrate knowledge of disability characteristics. Reviews of early evidence

identified where Autism Spectrum Disorder and Traumatic Brain Injury content was occurring but other disability areas were not evident. The institution also reported in early quarterly reports that the Associate Dean of Academic Affairs and Associate Director of Advising and Fieldwork Experiences began meeting with program coordinators during summer 2023 with the goal of integrating additional opportunities for candidates.

Key syllabi were included as part of the third quarterly report that include identification of all disability areas being covered throughout the courses. In addition, a table was submitted as a secondary method of showing the same content. The site visit team member with Education Specialist expertise will review these resources more closely as part of the revisit and also interview program leadership, faculty, and current candidates to verify the delivery of this content and candidate opportunities to demonstrate knowledge of the disability areas.

c. provide evidence that coursework and fieldwork/clinical experiences in the Preliminary Education Specialist program with Intern provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation (TPE) including working with students with physical and multiple disabilities and implementing strength-based/ecological assessments across classrooms and non-classrooms contexts.

Specifically, the team found insufficient evidence that coursework and fieldwork/clinical experiences are providing multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) – particularly working with students with physical and multiple disabilities – in order to provide effective environments for student learning (MMSN TPEs 2.2 and 2.3). Further, the team found insufficient evidence that candidates have experiences using strength-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students’ meaningful participation in core, standards-based curriculum (TPE 4.7).

Following the site visit, the institution held five faculty meetings from June 9 through July 19, 2023, to review key assignments and syllabi content to identify where candidates may benefit from more opportunities to learn, apply, and reflect on the TPEs. The institution also sought out support from the California Educator Preparation Innovation Collaborative (CalEPIC), where faculty were provided with a TPE calibration tool to guide their efforts over the summer and fall semesters. TPE rubrics were integrated into the institution’s learning management system to support evaluation opportunities and ensure candidates are receiving meaningful opportunities to participate and reflect on performance expectations. Program faculty participated in a fall retreat to discuss and plan for implementation of these changes.

As part of the third quarterly report, the institution provided key syllabi with the disability categories highlighted. A matrix was also provided showing where the teaching performance expectations are being covered in coursework. The site visit team member with Education Specialist expertise will review these resources more closely as part of the revisit and also interview program leadership, faculty, and current candidates to verify the delivery of this content and candidate opportunities to learn, practice, and be assessed on the performance expectations, including

working with students with physical and multiple disabilities and implementing strength-based/ecological assessments across classrooms and non-classrooms contexts.

- d. establish and implement a system to ensure all Pupil Personnel Services program site supervisors are trained in program requirements, models of supervision, and the School Counselor Performance Expectations (SCPEs) in collaboration with partners and school site supervisors.*

Specifically, the team found insufficient evidence that the program was providing preparation for field experience supervisors, ensuring that school-site supervisors understand the training objectives of the university training program, collaborating with partners on the design and quality of field experience, and that candidates were completing practica and fieldwork hours in appropriate activities.

In the first two quarterly reports, the institution provided evidence of a plan to implement a support site on SharePoint for field experience supervisors, under the leadership of the Program Coordinator for School Counseling. The program coordinator completed the California Association of School Counselors School Counseling Supervision training in order to inform development of the updated support site. The site, which included all training resources, was made available to all site supervisors in fall 2023. New Site Supervisor Training Materials were developed, and the institution produced a comprehensive eight-hour training package in collaboration with site supervisors that includes topics such as models of supervision, school counseling supervision models, supervisory working alliance, the parallel process, countertransference, direct observation, gatekeeping, triadic and group supervision, self-care, and more. An additional video presentation was also developed to cover general program training requirements, Time2Track-related topics, information about placement process, and other pertinent matters; this will be developed by the Office of Licensure and Credentialing.

At the time the third quarterly report was submitted (December 2023), these training resources – which were developed collaboratively with site supervisors and other program partners – was planned for deployment in the spring 2024 semester. As such, the site revisit team anticipates interviews with program leadership, faculty, and current site supervisors will provide additional information on this work.

- e. identify appropriate activities for practica and fieldwork hours for Pupil Personnel Services: School Counseling candidates.*

The team found insufficient evidence that candidates are completing practica and fieldwork hours in appropriate activities. In collaboration with the Office of Student Success, course instructors and the program coordinator implemented a system in which they assess candidates' current activities in practica and fieldwork and to ensure they include appropriate activities aligned with counseling domains and performance expectations and to identify any gaps in order to increase opportunities for candidates to learn, apply, and reflect on the School

Counselor Performance Expectations (SCPEs). A Practica Hour tracking log was developed for this purpose. The form specifies that 80 of the 100 hours of practica activities occur across the arc of a candidate's coursework while the remaining 20 hours will consist of approved activities. The candidate uses the form to input activities completed for the remaining 20 hours that are not included in their coursework. The form is then approved by the program coordinator before a candidate completes their fieldwork requirement. In addition, the institution provided information and evidence to demonstrate four approaches that have been established to ensure its PPS candidates receive guidance on the appropriate activities for the remaining 20 hours of practica that are not included in coursework. These approaches include explicit language in the candidate Fieldwork Handbook, group academic advising sessions conducted by the School Counseling academic advisor, direct communications with the program director, and the approval process discussed above in which candidates submit their Practica Hour tracking form to the program coordinator for approval.

Issues with the platform on which the tracking log was initially developed forced the program to move to a PDF version of the log, which was shared as part of the third quarterly report. The log is being deployed in the same way as before, with candidates completing it and the program coordinator reviewing it to ensure the activities are qualified practica experiences before signing the form. The candidates' School Counseling Fieldwork Handbook includes a Practica Hours section with an updated list of possible practica activities to provide clear guidance to candidates. The site visit team will interview program leadership, appropriate faculty and/or staff, and current candidates to learn more about the implementation of these efforts.

f. provide evidence of multiple opportunities for Pupil Personnel Services: School Counseling candidates to learn, apply, and reflect on each SCPE.

The site visit team found insufficient evidence as to how the program's organized coursework provides multiple opportunities for candidates to learn, apply and reflect on each School Counselor Performance Expectation (SCPE).

Following the site visit, the institution designed a SCPE calibration tool, similar to the one developed for Education Specialist faculty through support of California Educator Preparation Innovation Collaborative (CalEPIC), for use by faculty and program coordinators in the Pupil Personnel Services program to identify and increase opportunities for candidates to learn, apply, and reflect on each SCPE. The program coordinator worked with graduate assistants on a course syllabus project to address all the relevant issues. Course instructors were asked to review their syllabi to ensure that the learning outcomes are fully aligned with the SCPEs and worked with the program coordinator to assess their course materials and identify any gaps in providing candidates with opportunities to learn, apply, and reflect on the SCPEs. Based on those identified gaps, the course instructors worked with the program coordinator to find/explore ways to ensure that candidates have ample opportunities to learn, apply, and reflect on the knowledge and skills needed to meet the SCPEs.

As a result, the institution provided access to the 15 updated course syllabi for this program (representing all courses for the program) that were modified to adhere to a uniform structure and template and clearly indicate corresponding School Counselor Performance Expectations (SCPEs) within each syllabus. In addition, the program coordinator continued to actively collaborate with the course instructors from each course to analyze key course assignments and weekly topics to ensure that the program's coursework is effectively structured, offering ample opportunities for candidates to learn, implement, and reflect on each SCPE.

As part of the third quarterly report, the institution provided an updated course matrix that identified where the SCPEs are being introduced, practiced, and assessed throughout the program. As part of the site visit, the site visit team member with Pupil Personnel Services expertise will review this resource and also interview program leadership, faculty, and current candidates to verify the delivery of this content and candidate opportunities to learn, practice, and be assessed on the performance expectations.

Next Steps

This is the third and final quarterly report for the University of Redlands. The institution's accreditation revisit is scheduled for March 25-28, 2024. Staff anticipates the report from that visit will be presented to the COA at its May 2024 meeting.