

**Report of the Revisit to  
University of Redlands  
March 2024**

**Overview of the Report**

This agenda report presents the finding of the accreditation revisit to **University of Redlands (Redlands)** that was conducted on March 25-27, 2024. This item includes the [February 2023](#) site visit report and the March 2024 revisit team findings as well as the current recommendation. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Background**

University of Redlands hosted an accreditation site visit on February 26 - March 1, 2023. The report of that visit was presented to the Committee on Accreditation (COA) at its [May 2023](#) meeting. The COA made a decision of **Accreditation with Stipulations** for the institution and its credential programs.

The stipulations issued by the COA were as follows:

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.

The site visit team's findings also included a finding that Precondition (5) Supervision of Interns (a) was **Not Met** for the Multiple and Single Subject and Education Specialist: Mild to Moderate Support Needs Intern pathways. The precondition requires that in all intern programs the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033. Pursuant to the Commission's Accreditation Framework, institutions and the programs they sponsor must be in compliance with preconditions at all times. If found to be out of compliance, an institution is given 30 days from the date of notification by the Commission to rectify the matter. As such, the institution presented evidence within 30 days that was approved by the COA at its May 2023 meeting and this stipulation was lifted.

### **Quarterly Reports**

As part of the May 2023 COA accreditation decision, the institution was required to submit quarterly reports documenting actions taken and/or progress made to address each stipulation. Quarterly reports were presented at the [August 2023](#), [October 2023](#), and [January 2024](#) COA meetings. At each meeting, the COA acted to accept the institution's reports as demonstrating compliance toward meeting the requirements of the stipulations.

### **The Accreditation Revisit Team Recommendation**

The March 2024 accreditation revisit focused on the stipulations from the February 2023 original site visit. Based on the evidence provided through the quarterly reports, document review, and interviews conducted during the revisit, the team recommends that the COA remove all stipulations and that University of Redlands's accreditation status be changed from **Accreditation with Stipulations** to **Accreditation**.

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Revisit Report**

**Institution:** University of Redlands

**Dates of Revisit:** March 25-27, 2024

**Accreditation Revisit Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of relevant institutional and programmatic information and materials available prior to and during the accreditation site revisit as well as interviews with relevant constituent groups. Reviewers obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation.

**Overall Recommendation**

After reviewing the documentation and interviews with all relevant constituencies the team recommends removal of all stipulations and an accreditation status of **Accreditation**.

The team recommendation is based on the evidence on the following stipulations:

<b>Stipulation</b>	<b>2024 Revisit Recommendations</b>
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>Remove</b>
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.	<b>Remove</b>
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.	<b>Remove</b>

<b>Stipulation</b>	<b>2024 Revisit Recommendations</b>
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.	<b>Remove</b>
e. identify appropriate activities for practica and fieldwork hours for Pupil Personnel Services: School Counseling candidates.	<b>Remove</b>
f. provide evidence of multiple opportunities for Pupil Personnel Services: School Counseling candidates to learn, apply, and reflect on each SCPE.	<b>Remove</b>

### **Accreditation Team**

**Team Lead:**

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**Staff to the Visit:**

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**Programs Reviewers:**

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**Documents Reviewed**

Early Fieldwork Experience Log	Department meeting agendas for TPE alignment work
Early Fieldwork Log workflow	Key assignments and rubrics for TPE tracking/assessment
Early Fieldwork Experience website	Fieldwork observation planning and reflection assignments/rubrics
Updated university catalog	Summative outcomes data by TPE
New student orientation	PPS site supervisor website and training materials
Student teaching/Intern eligibility checklists	PPS practica hour tracking form
Updated syllabi	PPS site supervisor training materials
Correspondence to candidates regarding program requirements	School Counseling Fieldwork Handbook
Correspondence with mentor teachers regarding program requirements	SCPE Department Reports
Updated course matrices for SPED and PPS	
PPS Assessment Table	

**Interviews Conducted**

<b>Constituents</b>	<b>TOTAL</b>
Candidates	32
Completers	5
Employers	0
Program leadership	3
Faculty	10
Mentors/District-employed site supervisors	2
University supervisors	3
Credential Analysts and Staff	1
Unit Leadership	2
<b>TOTAL</b>	<b>58</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Findings of the Revisit Team**

The revisit team analyzed action(s) taken by University of Redlands to address the stipulations. Below is a summary of the findings of the revisit team.

### **Stipulations Related to the Education Specialist: Mild to Moderate Support Needs Program Standards**

#### **February 2023 Stipulation 1a:**

*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.*

#### **February 2023 Rationale for Stipulation:**

The team found insufficient evidence that candidates are receiving 200 hours of early field experience in both the common trunk and Education Specialist foundation and methods courses. Further, there is insufficient evidence of how early field experience hours are (a) supervised and guided, (b) include experiences in both general education and special education settings, and (c) include planned activities that reflect the diversity of age and grade levels as well as the range of federal disability categories. Finally, there is insufficient evidence that the early field experience for interns takes place in experienced mentor classrooms in both general education and special education settings.

#### **March 2024 Revisit Findings on Stipulation:**

Several pieces of evidence were presented that support the removal of this stipulation. Specifically, the institution completed the following activities demonstrating they have *established and implemented* a system for providing and *tracking* early field experiences *across disability categories, including planned and supervised experiences in general education and special education settings*. These changes are robust and sustainable and will, in time, provide the program with valuable data that can continue to inform and improve their program.

- The institution revised the [Early Fieldwork Experience Log](#) used by candidates to log the number of Early Fieldwork (EFW) hours they complete each semester. The form now includes (a) a separate column to note hours completed in a general education setting and hours completed in a special education setting, (b) grade levels, (c) disability categories, and (d) a comment box to provide a description of their experience.
- Candidates complete the log and submit it electronically to Etrive, the data storage system used by the university, after each EFW observation/activity. When the candidate submits a new log, the fieldwork tracking form automatically tallies the new hours, providing a running total of the EFW hours over the course of the program. This information is available to both the candidate and the instructor in real time. At the end of the semester, the course instructor reviews the log and signs off, denoting the candidate has met the EFW requirements for the course. This process is completed in each of the three general education (common trunk) method courses and three education specialist courses taken prior to clinical practice.

- The form was piloted in summer and fall of 2023 and fully implemented spring 2024. The institution provided data for the first half of the Spring 2024 semester indicating that of the candidates who have submitted logs, all are in the process of completing EFW hours. Of these, many are completing hours at elementary sites, and the majority are spending time in both general education and special education settings (approximately 31% of the time spent in general education, 69% spent in special education).
- Evidence from the fourth quarterly report shows that all core syllabi templates were updated to denote (1) candidates in the Education Specialist: Mild to Moderate support Needs (MMSN) program are required to complete 200 hours of EFW over the course of the program, and (2) the *specific* number of hours required for a given course (either 25 or 50 hours).
- The [EFW website](#) now includes a listing of several activities, by course, that candidates can complete as well as alternative technology options that can be completed online. All syllabi include a link to the EFW website, so candidates have easy access to this information.
- Faculty within the Department of Teaching and Learning established that candidates enrolled in the three education specialist courses would spend approximately 20% of the EFW hours in general education settings (80% in special education); while candidates enrolled in the three general education methods courses would spend approximately 40% in general education settings (60% in special education). Evidence submitted for the revisit notes that this information has now been added to all six course syllabi templates. The EFW website also reflects this new information.

All course coordinators were informed of the change in EFW hours from 40 to 200, and the creation of the EFW site opportunities document that is available to candidates via the EFW website. Course coordinators shared this information with adjunct faculty. At the beginning of each semester, the Office of Licensure and Credentialing emails faculty reminding them of the current EFW requirements. Additionally, to ensure that candidates enrolled in the relatively new Dual Multiple Subjects/Education Specialist program were also aware of these changes, the department chair sent an email to instructors teaching the affected course. The email included EFW requirements for education specialist candidates with explicit instructions on what information to include in the syllabus. The department chair noted that the addition of this information in the syllabus was designed “...to ensure uniform messaging and expectations are being shared across all sections of this course.” The fourth quarterly report provided a link to the six core syllabi templates that included the most recent change noting the requirement that a portion (20% or 40%, depending on course) of the EFW hours must be completed in a general education setting. Finally, site visit interviews with faculty and staff further support faculty’s knowledge of these new EFW requirements.

The Office of Licensure and Credentialing provided additional evidence at the site visit of notifications sent to all education specialist candidates from Fall 2023 and Spring 2024 of the 200-hour requirement. An additional notification regarding the 200-hour requirement was sent to candidates in the Dual Multiple Subject/Education Specialist: MMSN credential program.

During the revisit, the team found that information candidates received from faculty about the EFW hours and fieldwork expectations was inconsistent. Interviews with current candidates and recent completers revealed confusion and frustration, primarily around what they perceived as changes in EFW expectations. For some, this resulted in a delay in their ability to move forward in their program because of missing EFW hours. Few candidates reported they knew of the requirement to spend time in a general education (GED) setting, however had spent time in these settings because of personal interest, knowing someone working in that setting, or noticing the “Hours in GED” column on the form and assuming it was required. A copy of a letter to a candidate from the institution confirming the communication of EFW requirements further supports these findings.

The team acknowledges that following months of development that began in late spring 2023, the Department of Teaching and Learning is in its first full semester of implementing this new system. Despite the actions of the institution, gaps in program implementation occurred. Based on interviews and conversations with staff and faculty in leadership roles, the team is confident in the unit’s commitment to address these issues. The Office of Licensure and Credentialing is currently supporting candidates in need of EFW hours by providing additional resources in finding ways to meet this requirement in a timely manner.

**March 2024 Revisit Team Recommendation: Remove**

**February 2023 Stipulation 1b:**

*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.*

**February 2023 Rationale for Stipulation:**

The team found insufficient evidence that the program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP).

**March 2024 Revisit Findings on Stipulation:**

The team found evidence to remove this stipulation. Previously, all eight disability categories were covered in just one week in EDSP 610: Foundations of Disability and Special Education.

To address the stipulation, this course content was moved to EDSP 616: Inclusion, Disability, Classroom Community. EDSP 616 was significantly revised and now includes coverage of the following disability categories: (1) autism spectrum disorders (ASD), (2) emotional disturbance (ED), (3) intellectual disability (ID), (4) multiple disabilities (MD), (5) orthopedic impairment (OI), (6) other health impairment (OHI), (7) specific learning disability (SLD), and (8) traumatic brain injury (TBI). The course uses two textbooks specifically designed to cover these topics. EDSP 610



also covers autism and traumatic brain disorder, providing additional opportunities to address these disability areas.

### **March 2024 Revisit Team Recommendation: Remove**

#### **February 2023 Stipulation 1c:**

*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.*

#### **February 2023 Rationale for Stipulation:**

The team found insufficient evidence that coursework and fieldwork/clinical experiences provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) – specifically 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)

#### **March 2024 Revisit Findings on Stipulation:**

The team found evidence to remove this stipulation. Previously, content related to working with learners with physical and multiple disabilities was minimally present in the program. Further, it was not clear if fieldwork opportunities provided candidates with the occasion to observe and/or interact with this group of learners.

To meet this stipulation, EDSP 616: Inclusion, Disability, Classroom Community, was significantly revised and now includes this content. Specifically, one week is devoted to discussing learners with orthopedic (physical) impairments (OI), and another week to learners with multiple disabilities (MD). Further, the new EFW log includes disability categories, including OI and MD. The institution provided EFW data for the first half of the spring 2024 semester showing that some candidates are gaining experiences with these groups of learners. All TPEs are systematically evaluated during clinical practice. Evidence presented in the 4th quarter report shows candidates receive high ratings (4 = proficient) on TPEs 2.2 and 2.3

Documentation reviewed for the February 2023 site visit found minimal evidence related to strength-based assessments as they are used to provide greater access to the core/general education curriculum (TPE 4.7). In follow-up interviews with lead faculty, they spoke of approaching assessment by first identifying what the student currently knows, what they still need to learn, and what is learned. Faculty described how this approach especially comes together as candidates complete the Teacher Performance Assessment (TPA) at the end of their program. Faculty also discussed how the department has embraced Universal Design for Learning

(UDL) as the central format for lesson planning. UDL lesson planning aids this process by building in supports and accommodations for learners with diverse abilities and needs. This was further substantiated in an interview with two adjunct faculty, one who taught one of the GED method courses, and the other who taught an education specialist course. Interviews with candidates yielded some discussions of UDL as a lesson planning format.

**March 2024 Revisit Team Recommendation: Remove**

**Stipulations Related to the  
Pupil Personnel Services: School Counselor Program Standards**

**February 2023 Stipulation 1d:**

*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.*

**February 2023 Rationale for Stipulation:**

The team found insufficient evidence of the following:

- The program is currently providing preparation to site supervisors regarding the context and content appropriate to the practicum experience.
- The program is collaborating with partners on the design and quality of field experience.
- The program is ensuring that school-site supervisors understand the training objectives of the university training program.

**March 2024 Revisit Findings on Stipulation:**

Based on document review and interviews with program leadership and site supervisors it has been established that since the initial February 2023 site visit, the Pupil Personnel Services: School Counseling program leadership has instituted changes in processes and systems to address Stipulation 1d. The institution has taken the following steps to establish changes:

- Hosted a School of Education Partner Convening 2023 and invited various stakeholders to collaborate in streamlining the fieldwork and practicum experience for their candidates.
- The program coordinator completed the California Association of School Counselors (CASC) School Counseling Supervision Certificate to gain the necessary knowledge for the institution to establish their own training for their site supervisors.
- In collaboration with the Office of Licensure and Credentialing, the program created and curated content for their Site Supervisor Training material that includes articles and videos created by the institution to meet the site supervisor training requirements outlined in Program Standard 4: Clinical Practice.
- They have successfully and effectively implemented a training process for site supervisors.

**March 2024 Revisit Team Recommendation: Remove**

**February 2023 Stipulation 1e:**

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

**February 2023 Rationale for Stipulation:**

The team found insufficient evidence of the following:

- That candidates are completing practica and fieldwork hours in appropriate activities.

**March 2024 Revisit Findings on Stipulation:**

Since the initial site visit, the program’s pre-fieldwork website and fieldwork handbook have been updated to specify for candidates how the 100 hours of practicum will be completed. Candidates complete 80 of the 100 hours of practicum through coursework in the school counseling program. In reviewing the evidence provided for the coursework activities, it is evident that there are appropriate activities for practicum. The last 20 hours are to be completed independently and the pre-fieldwork website and fieldwork handbook offer appropriate ways in which those hours may be completed.

Along with the changes made to completion of practicum hours, the program leadership also addressed changes to ensure appropriate completion of the 800 fieldwork hours. There is a clear breakdown of how candidates must meet those required hours, including direct and indirect hours, diversity and social/emotional, college/career, and academic. Evidence from interviews with candidates confirmed that fieldwork goals are aligned with SCPEs to ensure appropriate activities.

**March 2024 Revisit Team Recommendation: Remove**

**February 2023 Stipulation 1f:**

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

**February 2023 Rationale for Stipulation:**

The 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).

**March 2024 Revisit Findings on Stipulation:**

During the original site visit, it was unclear how the majority of SCPEs were being practiced and assessed within the program. In some cases, a few SCPEs were being practiced and assessed utilizing the same assignment in one course. In other cases, candidates were being assessed on some SCPEs exclusively through their fieldwork placement. Due to the College of Education’s Spring Break coinciding with the Commission’s visit in February 2023, interviews with current students were few, and of those, the number of students that could articulate the connection between course content/assignments and SCPEs was minimal. This stipulation was written to have the program provide evidence on assessments used throughout the program to assess the

knowledge, skills, and abilities of candidates to determine that candidates attain adequate competence and integrate competencies across all areas of training, as required in Program Standard 5.

Review of the evidence provided by the program and interviews with program leadership indicate that since the initial visit the program leadership has been able to align a significant number of their course assessments to the majority of SCPEs with a few additions needed. Interviews with current candidates indicate that students clearly understand the relationship between coursework and assignments and SCPEs. Candidates spoke strongly about the role full-time and adjunct instructors and program leadership play in ensuring that they understand the connection as well as effectively bridging theory to practice.

**March 2024 Revisit Team Recommendation: Remove**