CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT

Institution: California State University, Fullerton
Dates of Visit: November 11-15, 2000
Accreditation Team Recommendation: ACCREDITATION

Rationale:

The team used a consensus model to reach all decisions and recommends Accreditation. The team reached this decision after reviewing the Institutional Self Study Report and additional supporting documents available during the visit; and conducting interviews with administrators, faculty, staff, students, local school personnel and other individuals professionally associated with the institution. The process is described below:

1. **Common Standards** - The entire team reviewed the findings related to each standard one-by-one, carefully discussed each standard and then determined that all of the Common Standards were fully met.

2. **Program Standards** - The Cluster Leaders, assisted by cluster members to provide additional clarification, presented their findings about the program standards. Following their presentation, the team discussed each program area and determined that all program standards were fully met in all program areas.

The team noted some concerns about some of the Common Standards and Program Standards, but concluded that these concerns did not affect the overall quality of the graduates. After the discussion about the standards, the team discussed and reached consensus on the accreditation recommendation.

3. **Overall Recommendation** - The Team's decision to recommend Accreditation was based on the fact that all Common Standards and all Program Standards were fully met. Furthermore, even though some concerns were identified, the team determined that there were numerous compensating strengths in both institution-wide and in all program areas and no stipulations should be placed on the institution. The team concluded that all credential programs were strong, effective and of high quality. The team unanimously decided that the overall evidence clearly supported the accreditation recommendation.
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(Visit Co-Chair)
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Eastern New Mexico University

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San Diego Unified School District

JoAnne Abrassart
Murietta Valley Unified School District
**DOCUMENTS REVIEWED**

(TO BE SUPPLIED)

**INTERVIEWS CONDUCTED**

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*Accreditation Visit to California State University, Fullerton*
Common Standards

Standard 1 - Education Leadership

The Education Unit at California State University, Fullerton houses professional preparation programs in the College of Human Development and Community Service (HDCS); the College of Communications; the College of Humanities and Social Science; and the College of Natural Science and Mathematics. The authority and responsibility for Education programs has been delegated by the President through the Vice President of Academic Affairs to the HDCS Dean.

In 1997, the HDCS Dean initiated a review of the Unit’s mission and goals with the intent to establish a new Education Framework that would be more aligned with University Mission and Goals and also would have a common focus across all colleges in the University that house Education credentials and degrees. To attain this goal, the Dean sponsored a retreat that involved key department chairs and program coordinators. This resulted in the development of a draft of the new Education Framework. This draft was reviewed, revised and approved by University Education program representatives on the Accreditation Committee. This Committee also endorsed several Unit goals that included emphasis on: the preeminence of learning; scholarly and creative activity; collaboration as being integral to activities; an environment where all students can succeed; the promotion of partnerships and strengthening institutional effectiveness, collegial governance, and a sense of community. The primary focus of the framework was centered on the University, students, faculty, and community.

Governance and accountability of the professional education Unit are clearly defined with an organizational structure in place that promotes effectiveness in the attainment of specified goals. At the University level, the HDCS Dean regularly meets with all University Deans who administer education programs in their colleges. She also chairs the All University Responsibility for Teacher Education Committee (AURTEC) that includes deans, department chairs, and program coordinators of all colleges that house Education credential and degrees. University-wide credential programs are monitored by the Credential Programs Committee that again includes department chairs and program coordinators who make recommendations to the Dean who then forwards them to the Vice President via AURTEC.

The Dean is the Chief Administrative Officer of the College of HDCS and consults regularly with division heads and department chairs. One major division, recently renamed the School of Education, houses four departments: Special Education; Elementary Education, Bilingual Education, and Reading; Secondary Education; and Educational Leadership. Faculty standing committees in the HDCS include Faculty Affairs, Curriculum, Safety, Technology, and Personnel.

Evidence based on interviews with students, faculty, employers, and community representatives all give clear indications of exceptional leadership in the Unit and
strong support for partnerships and collaborations that have been well established throughout the region.

Strengths
Strong support by the President for all-university promotion of teacher preparation.

Strong leadership exhibited by the HDCS Dean in support of all Education credential and degree programs.

Concerns
None Noted

Standard 2 - Resources

The University has consistently provided sufficient resources for the effective operation of each credential preparation program. School of Education enrollment has doubled in size from 774.3 FTES in 1995-96 to 1533.23 in 1999-2000. During this same time period the university has increased the budget of the School of Education from $3.3 million to $5.2 million and the FTEF from 50.2 to 99.27. This rapid growth has created some logistic problems in the hiring of full-time faculty. A number of full-time tenure-track positions have been added and more are anticipated. The budget increase in the School of Education is consistent with enrollment growth.

With the rapid growth in the program enrollment, office and classroom space has become somewhat problematic. The University has responded to this need by acquiring a building adjacent to the campus to house the College of Communications. This will make additional office and classroom space available in the Education building. Additionally, the University is in the process of converting many classrooms into “Smart Classrooms” so that faculty can more effectively apply technology in support of instruction.

The University has instituted a program of computer “roll over” to assure that the latest computer technology is available to faculty both for personal use and classroom instruction. Many faculty members report adequate funds are available to deliver their programs, including, but not limited to funds for specialized technology, faculty development, and some conference participation. There is also an extensive university-wide faculty development program.

The School of Education supports new faculty by releasing them from three teaching units each semester for two years to focus on professional development.

Strengths
The Unit is working diligently to fill positions that have become available because of the rapid expansion of the credential program enrollment.
Concerns
Not all faculty have convenient access to the technological tools necessary to model effective use of technology in the classrooms where they are currently assigned to teach.

Although housed in the College of Communications, the Communicative Disorders Program is part of the educational Unit and resources for this program are not comparable with the institutional allocation of resources for Education.

Standard 3 - Faculty

The Unit employs and assigns qualified faculty for both teaching and supervision assignments. Supervisors are required to have a minimum of three years of professional experience in the discipline they are assigned to supervise.

Faculty are committed to their role as teacher-scholars engaged in the professional community. Their scholarly productivity and dedication to their students and the teaching profession is evidence that they are combining the best qualities of teaching, research, and service in support of the University goals. Collaboration exists among faculty in teaching and research both within the Unit and across the campus as a whole. Faculty are also engaged in a number of significant projects which show a genuine desire to help solve problems and address the needs of regional school districts. A good example of this is involvement of the Education Unit in the Beginning Teacher Support and Assessment Program, which supports the development of new teachers during their induction years. Faculty members are also very active in professional associations and frequently give presentations at state and national conferences. Publications by tenure-track faculty have increased over the past five years and well exceed output in comparable institutions.

Enrollment at the institution has increased tremendously in the area of teacher education. This increase has led to an urgent need for more faculty. During the past two years, the Unit has added fourteen new tenure-track faculty positions. In addition, 191 part-time faculty are employed by the Unit. The Unit is committed to hiring additional full-time faculty as soon as new faculty searches can be completed.

All faculty who teach classes at the master's level hold a terminal degree. Faculty vita indicate that classes are assigned based upon advanced study in a particular area and the professional experience of faculty. Full-time and part-time faculty in all classes are regularly evaluated by students and their peers. Results of evaluations are shared with faculty and are used in promotion and tenure decisions for full-time faculty and in retention decisions for part-time faculty. Tenured faculty receive Performance Appraisals every five years.

Faculty diversity is consistent with the diverse student body that they serve. Out of a total of 49 full-time tenure track faculty positions reported in 1999-2000, 36 were women and 13 were men. Ethnicity of this group was identified as 38 White, not Hispanic; 2 Asian/Pacific American; 1 Black, not Hispanic; 7 Hispanic; and 1 other.

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total of 203 part time faculty are under contract for Fall 2000. Among this group, 147 are female and 56 are male. The ethnicity of the part time faculty consist of 6 Asian/Pacific American; 4 Black, not Hispanic; 37 Hispanic; and 156 White, not Hispanic. University wide faculty hiring policies indicate a commitment to hiring and retaining a diverse faculty.

Professional Development is available to all faculty at the University Faculty Development Center. Many of the full-time and part-time Unit faculty have participated in staff development activities, especially in the area of technology. All new faculty are required to write a Development Plan that will become the basis of future decisions regarding their retention, tenure, and promotion.

Although the amount allocated for travel is very low ($110 per fulltime faculty), records show that other funds are available and, on average, approximately $800 is spent annually per full-time faculty member for travel. The Dean frequently secures additional support for faculty travel.

The California State University requires a 12 unit teaching workload for all faculty. There is no distinction made for faculty who teach only graduate courses. Interviews with faculty produced evidence that this policy is detrimental to their professional productivity. However, the Unit does provide assigned time for coordination and other program related responsibilities.

**Strengths**

- Faculty reflect the diversity of the region.
- Faculty are viewed to be very dedicated and caring.
- Faculty are viewed to be highly responsive to students, school personnel, and the community.
- Faculty collaborate very well with academic colleagues in the university as well as with colleagues in regional school districts.
- Faculty exhibit considerable contributions to the area of scholarly endeavors.

**Concerns.**

None Noted

**Standard 4 - Evaluation**

The Education Unit at California State University, Fullerton has provided considerable evidence of comprehensive and systematic evaluation of all its programs. This has been demonstrated in a variety of ways. The Western Association of Schools and Colleges (WASC) Accreditation 2000 visit included a written self evaluation by program faculty in response to seven program related questions that focused on such things as goals, knowledge acquisition, learning...
outcomes, program improvement, etc. All Education programs self evaluations were included in this report.

During October 1999, the Dean hosted a Partners in Education meeting that involved 200 advisory board members who were asked to identify program strengths, areas of concern, and how their input has made a difference in program decisions. During the same month, chairs and administrators in the College of Human Development and Community Service attended a two-day retreat that was focused on assessment of the Unit in seven major categories including leadership, planning, service orientation, information and analysis, faculty, staff, climate, excellence levels, and process management. O'Neill and Associates, a private consulting firm, was also employed in order to assess efficiency of the Unit's infrastructure, staff development, and community service.

Every four years the Education Unit sends out questionnaires to both graduates and employers in order to obtain information about program strengths and areas needing improvement. This information is shared with department chairs and program coordinators.

All program coordinators and faculty use multiple forms of program assessment. At various intervals, program coordinators send out questionnaires to program graduates and employers. Furthermore, many individual contacts are made throughout the year with practitioners and other school and community personnel. Evaluations of course content and instruction are obtained from students every semester.

Results of each assessment instrument along with data from individual contacts are assembled and distributed among appropriate department chairs and program coordinators/program faculty. Interviews with faculty, advisory board members, and school personnel as well as examination of HDCS Curriculum Committee minutes all provide substantive evidence that assessment information is received, seriously considered, and used in program change. Evidence of the Unit's extensive program assessment was assembled and available for review in the exhibits.

Strengths
All programs have well established advisory boards that are regularly consulted for feedback about program and course revision as well as for suggestions for change and improvement.

All programs provide substantial evidence that information obtained in various forms of assessment is taken seriously and results in substantive change.

Concerns
None Noted.
Standard 5 - Admissions
Each professional preparation program admits candidates based on an articulated set of criteria accompanied with clearly written admission procedures that are readily available to the potential candidates. Criteria for admission to the various credential programs involve multiple measures, including a review of academic records, multiple professional recommendations, intake interviews, and grade point average. Most programs offer orientation sessions prior to the application process in order to inform potential candidate of the program content and application requirements. These sessions are usually offered at scheduled times throughout the semester. Each program has well defined procedures and admission requirements presented in written format for each potential candidate. University and program admission requirements are also listed in the University Catalogue.

Credential programs faculty engage in extensive recruitment to attract candidates to meet the needs of the service area of the university. This recruitment includes outreach to high school and community college students. It also is focused on paraprofessionals currently working in the school setting as well as teachers who may wish to pursue advanced credentials and/or master's degrees. Even though the preparation programs closely reflect the diversity of the community, the Unit continues to be mindful of the continuing need for candidates from diverse backgrounds.

Strengths
• The Future Teachers Program and the Community College Ambassadors Program are outstanding examples of efforts of the Unit to reach out and recruit teachers.
• The Center for Careers in Teaching provides good information to potential candidates.

Concerns
None noted.

Standard 6 - Advice and Assistance
The Education Unit at California State University, Fullerton provides comprehensive advisement and assistance for students from the time they consider application through the time they exit the program. Program Coordinators and/or other designated faculty members conduct periodic orientation sessions that address all program related topics including application, admissions, program content, program sequences and application for the credential and/or degree. At these sessions, applicants are provided with detailed information about program requirements and content. All pertinent information is also published in the University Catalogue 1999-2001. Students meet in individual conferences with a program advisor who assists them in the development of a specific academic plan to meet an intended program goal.
The block program structure, which is common throughout much of the Unit, enables the student to complete a program with a group of students identified as a cohort. This structure enables students to have frequent and ongoing access to faculty advisors, field supervisors, instructors, and peers. Furthermore, both students and faculty report that many direct advising/mentoring contacts are made via e-mail thus further enhancing student/faculty/supervisor communication. Students frequently report that faculty members are generally very caring and accessible and frequently go out of their way to provide needed support and assistance as they progress through their credential/degree programs.

**Strengths**

Faculty advisement and mentoring support is greatly enhanced with the use of email.

The block or cohort structure promotes student access to program information and advisement/mentoring support.

The Credentials Office provides excellent record keeping services and advice about program admission and related procedures.

**Concerns**

Students report inconsistency in advisement for the Clinical Rehabilitative Services Credential program. Advisement is a function of the individual advisor rather than a well organized comprehensive and consistent advisement program.

**Standard 7 - School Collaboration**

Each preparation program collaborates with districts in selecting suitable school sites and supervisory personnel for supporting candidates through a planned sequence of field experiences. This collaboration has taken many forms, including with Professional Development Districts (PDD) and Professional Development Sites (PDS) in which districts/schools host programs for candidates which allow them to not only gain field experience, but also to attend classes at their site. In addition to these programs, the Unit works closely and collaboratively with other districts in selecting suitable school sites and supervisors. University field supervisors have established very positive working relationships with school district personnel which fosters collaboration and leads to on-going assignment of student teachers at quality field experience sites. Other programs in the Unit also focus on providing their students with quality field experiences that connect the classroom to the practical application of sound educational theory.

**Strengths**

- The Professional Development Districts, which emphasize extensive collaboration in selecting school sites, selecting and orienting master teacher to their roles, and resolving placement problems, are a commendable feature of the Single Subject Credential program.
Concerns
None noted

**Standard 8 – District Field Supervisors**  
Standard Met
Each district employed supervisor is carefully selected and oriented to the supervisory role. Field supervisors are provided with supervision handbooks and course syllabi that clearly outline roles and responsibilities of the student, the master teacher/mentor, and the university supervisor. These documents contain other important information such as University, College, and program expectations and outcomes; relevant policies, procedures, and timelines; and anticipated performance outcomes. Orientation sessions are provided at the outset of the semester in either a group format or individually by the University supervisor.

Field supervisors are evaluated by the candidate and the university supervisor at the end of each semester. Only those supervisors who receive positive evaluations are invited to supervise future student placements. Field supervisors are rewarded with a small per unit monetary stipend. They are also sent a letter and/or certificate of appreciation following the completion of each semester.

**Strengths**
The Unit continues to recruit, evaluate, and retain exceptionally competent district field supervisors in spite of a significantly high increase in student enrollment and placement of student teachers.

**Concerns**
None Noted
Program Standards

Multiple Subject Credential Program
CLAD/BCLAD with Spanish and Asian Languages Emphases

Findings on Standards
After review of the institutional report, supporting documentation and the with interviews of candidates, graduates, administrators, faculty, support staff, employers and supervising practitioners, the team determined that all program standards are met for the Multiple Subject Program – CLAD/BCLAD with Spanish and Asian Languages Emphases.

The Multiple Subject Credential program has an excellent process for preparing candidates for a credential. Students are given excellent advice, support, and feedback on their progress and assistance from a variety of sources in improving their pedagogical skills. All candidates have field experiences throughout the program and two student teaching experiences at different grade levels. Interns also complete a supervised student teaching experience in addition to their regular full-time teaching assignment. Students, faculty and local school district personnel reflect enthusiasm in their praise of the California State University, Fullerton program.

Faculty in the School of Education encourage all students to adhere to high standards of professional conduct through course syllabi, classroom activities and modeling. Block Leaders, supervisors and Master Teachers collaborate to provide constant feedback and support during all phases of the program. Reflective journals and course assignments allow the students to assess their professional growth. Students build a sense of community through classroom presentations, sample lessons and units and collaboration with peers, faculty and support personnel.

The Center for Careers in Teaching provides a rich source of advice in the recruitment and admission processes, including well-developed outreach programs with local high schools and community colleges.

Multiple Subject students are offered a strong program infused with diversity training and awareness of equity issues that begins with the prerequisite courses and continues in a linear progression to completion. Students reported they felt well-prepared to meet the needs of a culturally and linguistically diverse student population.

Strengths
- Program leadership is to be commended for maintaining a high quality program during a period of tremendous growth. The Program has grown in excess of 100% FTE in the last five years.
- The faculty of the Multiple Subject Program have consistently demonstrated absolute integrity relative to the delivery of high quality candidate preparation.
• Employers have commended the Program for the outstanding quality of graduates.

• The block format allows for consistent and appropriate feedback for candidates at all levels of program participation. This delivery system allows for clear communication, ongoing advisement, and effective mentoring.

• The Spanish and Asian Language BCLAD Program faculty are commended for continuing to meet the growing needs in the service area. Comments from students, graduates, advisory board members and employers indicate that the BCLAD program is excellent in all regards.

• Reading course faculty are to be commended for consistently applying the research theory and practical application on reading instruction. This has resulted in well–prepared teachers of reading and nearly 100% passage rates on the RICA exam for program graduates. Candidates are prepared to deliver a balanced and comprehensive reading program.

• Collaboration is an integral part of this program. Once a candidate is admitted to the program, faculty, Master Teachers and site administrators all demonstrate a collective effort to build a climate that ensures candidate success. Their commitment to the concept of support is, indeed, impressive.

• Candidates and program graduates have nearly 100% passage rates on the RICA exam. This only partially demonstrates the consistent application of principles related to the research of reading instruction in the school setting. The Program has achieved outstanding results in this area.

• During a period of rapid growth, the attention to quality demonstrated by Course Custodians has consistently maintained quality control of program course content. This excellent model has been implemented effectively in all courses.

Concerns
• There are no methods courses in art, music or physical education. Methodology in these content areas are addressed in ED EL 439B, Seminar in Elementary Student Teaching, and integrated into the methods courses. While evidence was provided that each area was attended to, the concern is whether or not adequate depth is demonstrated in these subject areas in the current configuration.

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Reading/Language Arts Specialist Credential Program

Findings on Standards
After extensive review of course syllabi, student assignments, evaluation criteria, and field experience notebooks, as well as the completion of interviews of candidates, graduates, faculty, employers of graduates, and a Reading Advisory Council, the team determined that all program standards are met for the Reading/Language Arts Specialist Program.

Strengths
Particularly strong components of the program are:
- Candidates, graduates and professionals in the field commented that reading faculty are highly respected for their scholarly contributions to the reading community.
- Candidates, graduates, and school site personnel reported on the outstanding professional qualities of the faculty.
- Site personnel and graduates commented on the positive impact of the Reading/Language Arts program on their schools and districts. Most candidates and graduates are involved in some aspects of leadership including staff development, curriculum design, and mentoring in their schools across the service area.
- Cohorts meeting at off-campus locations provide a strong link with school districts.
- Technology is beginning to be infused throughout the program. Examples include the use of email to communicate with and among the students, the development of web pages to support courses, the use of the Internet to support research, and CD ROM and educational software programs integrated into lesson planning.
- Reading Clinics provide an excellent opportunity for the application of theories as well as a service to at-risk learners.
- READ 501 – Assessment of Reading Specialist Competencies provides a strong foundation for the reading specialist program.
- IRME (Introduce, Reinforce, Master, and Extend) – The document that outlines objectives for each course is familiar to all program faculty.

Concerns
- Complete course syllabi from reading faculty were not made readily available in the document room.

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• READ 520—Computers in Reading could be expanded to include an in-depth view of the impact and influence of technology on reading instruction, e.g., research on the use of computer programs in reading, aligning applications to students’ areas of need, and the use of programs to teach difficult concepts.

• The expansion of the program stretches the resources and time of the faculty members. Additional clerical support and faculty may be necessary to accommodate this growth.

Single Subject Credential Program

Findings on Standards

After reviewing the program self-report and supporting documentation, observing classrooms and interviewing candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Single Subject Program. Employers, master teachers and graduates expressed a high level of satisfaction with the preparation received by students in the program.

The program is distinguished by its rigorous selection criteria, demanding coursework, gradual induction to the role of teacher during fieldwork, and thoughtful evaluation. Students view the faculty as knowledgeable, caring, and responsive. They regard the course work, for the most part, as relevant and useful. School administrators and master teachers hold the program faculty in high regard. They are very satisfied with the program’s efforts to collaborate with them and to meet their needs. They believe that they have ample opportunity for input and that the program is responsive to their recommendations. The program faculty views the program leadership as highly competent and hard working. Faculty from the various departments throughout the university who offer the secondary education courses view the program as well coordinated. They believe there is good communication and cooperation among all program faculty and administrators.

Strengths

• The professional development districts, which emphasize collaboration in selecting school sites, selecting and orienting master teachers to their roles, and resolving placement problems, are a commendable feature of the program.

• Students reported that supervision by university faculty during the field experiences is consistently helpful. The frequency of supervisory visits during full-time student teaching was especially helpful.

• The program is well coordinated and organized. Responsibilities are well delineated.
• Students were highly appreciative of the clear and thorough program advisement procedures and materials.

• Master teachers are carefully selected, well qualified and effective in their roles. Most students indicated that they were pleased with their field placements.

• Recruitment of diverse students is enhanced by the Future Teachers Program, which serves high school students.

• The composition of the Community/Internship Advisory Board is representative of the many constituencies which are served by the program.

• The Student Advisory Board provides opportunities for students to voice concerns and share in decision making about the program.

Concerns

• There appears to be some disparity between the sequence of courses described in the document and the actual order in which students take these courses. More specifically, some faculty and students indicated that first semester courses EDSC 440R Instruction in Reading in Secondary Teaching and EDSC 440M Multicultural Education may be taken in the second semester of the program along with full-time student teaching. Some students also take additional courses during that semester which creates an excessive workload for the students. However, evidence indicates that this has not adversely affected the quality of the candidate ultimately produced.

• While employers, master teachers, and graduates indicated that students are well prepared to work with linguistically and culturally diverse students, study of second language acquisition is more implicit than explicit.

• Faculty members offer excellent guidance, assistance and feedback during both semesters of fieldwork. However, some professional track student teachers (employed full time on emergency permit) reported that they have little or no opportunity to receive feedback from mentor teachers that is based on observation of their teaching. Their respective teaching schedules often make this difficult or impossible. They expressed a need for additional coaching from credentialed and qualified mentor teachers. They also felt a need for more opportunities to observe effective teaching practices.
Education Specialist Credential Program
Mild/Moderate, Moderate/Severe, including Internship
Level I and Level II
and Early Childhood Special Education, Level I and Level II

The faculty of the Department of Special Education Department is commended for developing the Education Specialist Mild/Moderate Level I and II including Internship, Education Specialist Moderate/Severe Level I and II including Internship, and the Early Childhood Special Education Level I and II credentials. The programs are successfully preparing teachers to meet the critical needs for serving students with exceptionalities in a diverse society.

California State University, Fullerton provides an excellent research based curriculum and a supportive educational environment for candidates pursuing Educational Specialist credentials.

Strengths

- The Department has successfully obtained grants of substantial significance in the last four years. The grants have enabled the Department to expand the collaboration opportunities with stakeholders such as general education, local SELPAs, and the community at large.

- The Department Chair has brought in notable, nationally recognized experts to address current topics for their candidates, faculty, parents, field supervisors, mentors and other members of the community.

- The Department has creatively and successfully developed programs that serve candidates during the traditional daytime hours, the working population during the evening hours, and candidates teaching in internship positions. These rigorous programs enable all candidates to apply the knowledge acquired directly in their educational settings.

- Faculty members to be commended for their availability via phone and email for the purposes of course advisement, professional consultation, and problem solving. Candidates expressed both full time and adjunct faculty could be contacted for advice on an ongoing basis.

- Faculty members are to be commended for their interest and implementation of technology for instructional purposes throughout their courses.

- Faculty are highly regarded by candidates, graduates, community members, and employers for their professionalism, commitment, and accessibility. Candidates continue to meet with faculty after completion of the program.
• The Department has continually nurtured and expanded their cadre of master teachers, intern support providers, and mentors. These individuals provide credential candidates with timely assistance including instructional coaching, and curricular resources. Many of these individuals are on the same site as the credential candidates resulting in the development of a cohesive learner-mentor relationship.

• The Department has created several Professional Development Schools (PDS). High-caliber instructional settings such as these model both professionalism and collaboration in a nurturing environment for candidates. Each PDS site has a specific area of expertise. Schools are strategically placed throughout the service area and are open to observations by future special education teachers.

• The CSUF Student Council for Exceptional Children is an active viable chapter which has expanded membership to include undergraduates, graduates and faculty who participate in departmental programs and special education community activities throughout the academic year. In addition, this chapter collaborates with the local professional CEC chapter #188.

• The Department is to be commended for honoring diversity in our pluralistic society. Their commitment to recruitment of culturally diverse faculty and teacher candidates is evident.

• Utilizing experienced faculty to review and monitor induction plans is an innovative way to assure that the Level II program meets candidates’ individual professional development needs.

Concerns
None noted

Clinical Rehabilitative Services: Language Speech and Hearing,
Special Class Authorization

Findings on Standards
The institution responded to the national standards of the American Speech-Language Hearing Association (ASHA) as well as the CTC Standards. After review of the institutional report and supporting documentation and the completion of interviews of candidates, graduates, faculty/clinical supervisors, employers, advisory board members and master clinicians, the team determines that all elements of the five general ASHA standard categories as well as the specified CTC Standards are met.
Strengths

- Strong departmental leadership/support was routinely reported along with good overall organization of the Department.

- The Department is comprised of highly competent and diverse faculty with varied backgrounds who work together in a cooperative and collegial manner to the benefit of the academic and clinical programs. A positive relationship between faculty and students was also evident.

- Departmental commitment to multicultural and diversity factors, both in the recruitment of faculty and the academic and clinical training of candidates in speech/language pathology and audiology, was routinely reported as a strength of the program.

- The curriculum of the program is current, research based and logically sequenced for the students.

- Excellence in the clinical program, both on-campus and off-campus was consistently reported with supervisory standards routinely exceeding ASHA's standards of 50% supervision of diagnosticians and 25% supervision of therapy. The on-campus clinic is well-equipped and provides a setting for the application of clinical diagnosis and remediation of speech/language/hearing disorders.

- Faculty involvement in the clinical program is highly valued as a link between theoretical knowledge and practical application.

- There is a strong presence of speech science faculty with potential for developing a speech science curriculum and lab.

- Opportunity for the development of proficiency in augmentative and alternative communication systems with hands-on experience was seen as another significant advantage of the training program.

- Candidates considered the undergraduate advisement process to be a departmental strength, providing a discrete starting point, appropriate course sequence and direction through the undergraduate program.

- Peer advisement is a positive element in meeting students' needs.

- Technological support and opportunities for faculty development for using the technology were routinely reported. Web pages for faculty have been and continue to be under development, allowing immediate access to a variety of professional resources.
Concerns:
None noted

Preliminary Administrative Services Credential Program,

Findings on Standards
The team reviewed the institutional self-study, interviewed students, university leaders, program leaders, faculty, fieldwork site-supervisors, employers of graduates, reviewed documents, student files and course curricula. All evidence supports a finding that each of the 19 program standards for the Preliminary Administrative Services Credential Program at CSU Fullerton are fully met.

Strengths
The team commends the university, school, and program leadership for establishing powerful collaborations with local school districts. These have yielded district-based student cohorts that are supported by the school district in very important ways. Leadership students are then given opportunities to share their learning outcomes with district entities to solve real needs and educational leadership issues. The cohort structure of the program provides wide-spread peer support and facilitates professional networking.

The school and program leadership are commended for their very thorough and aggressive attention to program revision and enhancement in the past five years. Documentation clearly demonstrates that the preliminary credential program faculty and leaders have conducted continuous evaluation efforts, course modification, and instructional delivery change. Students and the professional community of educational administrators interviewed verified that they have provided a large portion of the information leading to program changes. In all cases, concerns expressed by students were fairly considered by leadership and faculty and responses given to students verifying that action had been, or would be taken. The faculty members and program leaders always take student evaluations of professors seriously. Program adjustments were made when necessary.

The leadership and faculty are to be applauded for careful attention to faculty recruitment and hiring. The present full time faculty is diverse and the members are very highly qualified in both theory-based academics and in highly successful practical leadership experience in schools and districts.

The faculty and leadership of the preliminary credential program make an extraordinary effort to help students be successful, feel supported, and to maintain communication links. Email, web-based communications are frequent from faculty to students with inquiries and offers of assistance. Student advisement is everybody's job. Program alumni are able to continuously contact faculty and leaders for professional advising. The program leaders maintain contact with administratively employed alumni offering them ongoing mentoring and advising.

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Students and program documentation verified that an extensive level of "technology" is infused within courses, across the credential program and as invisible leadership tools in the hands of leadership candidates.

Concerns
None noted.

Professional Administrative Services Credential Program

Findings on Standards
The Professional Administrative Services Credential Program at CSU Fullerton meets all standards. The team reviewed the institutional self-study, interviewed students, university leaders, program leaders, faculty, fieldwork site-supervisors, employers of graduates, reviewed documents, student files and course curricula. All evidence supports a finding that each of the 11 program standards for the Preliminary Administrative Services Credential Program at CSU Fullerton are fully met.

Strengths
The school and program leadership are commended for their very thorough and aggressive attention to program revision and enhancement. In the past five years, documentation clearly demonstrates that the professional credential program faculty and leaders have conducted continuous evaluation efforts, course modification, and instructional delivery change. Students and the professional community of educational administrators have provided a large portion of the information leading to these changes.

The students and graduates interviewed all reported the high degree of sensitivity and personal professional interest shown by the program chair and faculty—even beyond their tenure as active students.

Students interviewed indicated that the cohort system lead to peer support, multiple perspectives, and numerous networking opportunities that have continued on into their current professional experiences. Students shared that the cohort relationships helped them to remain accountable to each other for high degrees of class participation and commitment.

The faculty and leadership of the professional credential program make an extraordinary effort to help students be successful, feel supported, and to maintain communication links. Email, web-based communication are frequent from faculty to students with inquiries and offers of assistance.

Administrators, who have completed the professional program, report that the courses were focused around the individual needs of class members. Faculty are
commended for offering student-centered and problem-based instruction aimed at serving real needs of real school administrators.

The faculty and leadership of the professional credential program make an extraordinary effort to help students be successful, feel supported, and to maintain communication links. Student advisement is everybody's job. Program alumni are able to continuously contact faculty and leaders for professional advising. The program leaders maintain contact with administratively employed alumni offering them on-going mentoring and advising.

Concerns
None noted.

Professional Comments
(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Common Standards
If enrollment in professional preparation programs continues at its present rate, there may be a problem in securing a sufficient number of qualified field supervisors to meet the demand.

Multiple Subject Credential Program
Professional portfolios should be required in all blocks.

Continue to expand the infusion of technology in all components of the program.

Reading/Language Arts Specialist Credential Program
The Self-Study document did not include sufficient supporting evidence that the institution met the standards. However, the team did receive adequate evidence during the site visit that the standards were met. It would have been helpful to the team if the Self Study better represented the quality of the program.

Recommend the continued expansion of technology throughout the reading program.

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Single Subject
Consider requiring professional track students to become interns so that they will have increased access to mentors who are in a position to give them feedback based on actual observation.

The faculty might consider creating additional subject-specific instructional technology courses. Some students interviewed indicated that Ed 404 was too simple and too generic.

In light of the California State University (CSU) Chancellor’s recent executive order regarding standardization of admission requirements for teacher education programs within the CSU, subject matter program advisors may need to revise their admission criteria in terms of accepting Commission approved subject matter examinations as evidence of full, or partial, subject matter competency.

Preliminary Administrative Services
During the visit, the team was hard-pressed to find clear articulation about the particular designs and curriculum philosophical approaches (program standard 3) identified for candidates to master. During these times of rapid updating for curricular standards and increased accountability, it becomes essential for faculty to review and revise course content concerning the recognized alternative designs for curriculum development, instructional delivery, and curriculum assessment procedures. For example:

Evolving State of California curriculum standards

Academic Rationalism and Behavioral design

Subject-centered designs
  • Subject segregated
  • Discipline-based
  • Subject or discipline correlated
  • Broad-field

Systems Managerial design

Humanistic design

Learner Centered
  • Child Centered
  • Experience-Centered
  • Romantic Radical
  • Humanistic

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Integrated Thematic Curriculum Design

Reconceptualism
  • Problem Centered
  • Life-situations
  • Core

Social Reconstruction

Professional Administrative Services
Some mentors expressed a need for more systematic training and orientation in the role of mentoring. Some expressed frustration because of having multiple mentees. The team suggests that the program leaders and faculty consider developing a more structured mentor-training process to assist these busy administrator-coaches in their voluntary contribution to emerging educational leaders.

Education Specialist
As the programs within the Department of Special Education continue to expand and the number of teacher candidates increase, it is recommended that support services include funding for a full time departmental secretary. The CSUF Department of Special Education has continuously demonstrated its commitment and creative outreach to colleagues in other CSUF departments, local districts, SELPAs, and community agencies.

The recent decision by districts and agencies to employ teachers who are in two year internship credential programs, instead of teachers on emergency permit status, has resulted in a rapidly increasing number of intern credential candidates who must finish their program in two years. Due to this situation, the accelerated program of study developed is a combination of the courses for the Level I and Level II programs. It is important the support seminars for interns increase knowledge and skill development in relation to the specific areas addressed in Commission on Teacher Credentialing program standards in addition to daily survival strategies.

Clinical Rehabilitative Services
The clinical program is beginning to respond to student need for undergraduate clinical experience. However, there is inconsistent knowledge about the availability of this opportunity among the students. In this context there is a need for more exposure to diagnostic testing.

Despite the impending move to new facilities, space remains a concern, particularly as it relates to all on-campus clinical practica, with additional staffing for handling confidential student paperwork.