

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

**Institution:** Fresno State

**Dates of Visit:** April 6-8, 2014

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it 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. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the entire team regarding the six NCATE standards is that all standards are **Met**. The decision of the team regarding the parts of California's two Common Standards that are required of NCATE accredited institutions is that both standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for Fresno State. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that all standards are **Met** in all programs.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met** and that all program standards are **Met** the team unanimously recommends a decision of **Accreditation**.

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

**Initial/Teaching Credentials**

Multiple Subject

Multiple Subject including Internship

Single Subject

Single Subject including Internship

Education Specialist:

Mild/Moderate including Internship

Moderate/Severe including Internship

Deaf/Hard of Hearing

**Advanced/Service Credentials**

Administrative Services

Preliminary including Internship

Professional Clear

Reading Certificate

Reading Language Arts Specialist

Multiple Subject Bilingual Authorization,  
Spanish and Hmong

Early Childhood Education Specialist

Agricultural Specialist

Added Authorization: Autism Spectrum Disorder

Pupil Personnel Services

School Counseling

School Social Work

Child Welfare and Attendance

School Psychology including Internship

Speech-Language Pathology

School Nurse Services

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Fresno State University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Fresno State University continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

**Accreditation Team**  
**Joint NCATE-CTC Accreditation Team**

**NCATE Co-Chair**

**Helen Abadiano**  
Central Connecticut State University

**California Co-Chair:**

**Mark Cary**  
Davis Joint Unified School District, Retired

**NCATE/Common Standards  
Cluster:**

**Kareen Bangert**  
Rossiter Elementary School Principal

**Daniel Elliot**  
Azusa Pacific University

**Daniel Hellman**  
Missouri State

**Nina Potter**  
San Diego State University

**Carol Seielstad**  
Hawaii Department of Education

**Programs Cluster:**

**Marv Abrams**  
Brandman University

**Hilda Baca-Fetcenko**  
CSU Dominguez Hills

**Talya Kemper**  
Chico State

**Thierry Kolpin**  
University of LaVerne

**Shira Lubliner**  
CSU East Bay

**Staff to the Accreditation Team**

**Katie Croy, Consultant**

**Bob Loux, Consultant**

## Documents Reviewed

Institutional Self Study	Candidate Work Samples
Course Syllabi and Guides	Advisement Documents
Candidate Files	Faculty Vitae
Program Handbooks	University Annual Reports
Survey Data	University Budget Plan
Candidate Performance Data	Fresno State Websites
Biennial Reports and CTC Feedback	Accreditation Website
Program Assessment Preliminary Findings	Program Evaluations
Program Assessment Summaries	Meeting Agendas and Minutes
	University Catalog

## Interviews Conducted

	<b>TOTAL</b>
Candidates	<b>128</b>
Completers	<b>73</b>
Employers	<b>54</b>
Institutional Administration	<b>5</b>
Program Coordinators	<b>17</b>
Faculty	<b>106</b>
FAST-TPA Coordinator	<b>4</b>
Advisors	<b>4</b>
Field Supervisors – Program	<b>21</b>
Field Supervisors - District	<b>47</b>
Credential Analysts and Staff	<b>3</b>
Advisory Board Members	<b>58</b>
<b>TOTAL</b>	<b>518</b>

*Note: In some cases, individuals may have been interviewed more than once (e.g., faculty) if they serve in multiple roles.*

### The Visit

The Fresno State site visit was held on the campus in Fresno, California from April 6-8, 2014. This was a joint NCATE/CTC accreditation visit, utilizing the Continuous Improvement model for NCATE. The site visit team consisted of a Team Lead, two California BIR members who served on the NCATE team reviewing the NCATE Unit Standards (Common Standards), and, because of the size and number of programs and pathways, five Program Standards members. Two Commission consultants accompanied the visit. The NCATE team arrived at the hotel on

Saturday evening and the California State Team arrived at noon on Sunday, April 6, 2014. The teams met jointly on Sunday, and participated in a poster session and interviews with constituents beginning on Sunday afternoon. Interviews continued Monday. A mid-visit report was completed on Monday afternoon. On Monday evening, the full team met to discuss findings and make decisions on standards. The exit report was conducted at 2:30 p.m. on Tuesday, April 8, 2014.

The approved Autism Spectrum Disorder Added Authorization (ASD AA) program has no candidates and is not currently offered as a separate option at Fresno State. The Autism requirements are embedded in the Education Specialist program which ensures that all Education Specialist Candidates at Fresno State fulfill the requirements for ASD AA. Fresno State is in the process of contacting partnership districts to determine if current teachers continue to have a need for the ASD AA. The feedback Fresno State receives will guide their next steps which may include a request to list the ASD AA as inactive due to lack of interest in the program.

## **I. Introduction**

### **I.1 Brief overview of the institution and the unit**

California State University Fresno (CSU Fresno) is Central California's major regional university, with approximately 22,400 students. CSU Fresno is one of the 23 campuses of California State University (CSU) system, one of the largest university systems in the U.S.

The university was established in 1911 as a state normal school; in 1921 the two-year teacher preparation program was changed to a four-year BA in Teaching Degree, and the institution was renamed Fresno State Teachers College. The university offered its first master's degree in 1949. In 1972 Fresno State Teachers College became California State University Fresno. The university offers 55 Bachelor Degree programs, 34 master degree programs, 13 certificate programs, and an interdisciplinary doctoral degree (Ed.D.) in Educational Leadership, a Doctor of Physical Therapy, and a Doctor of Nursing Practice. The university has 27 nationally accredited departmental programs. CSU Fresno celebrated its 100<sup>th</sup> anniversary in 2011. The university serves five counties and includes both urban and rural areas that reflect a highly diverse population.

The university mission states: "California State University Fresno powers the New California through learning, scholarship, and engagement" through university faculty, staff, and administration working together in 1) making student success first priority, 2) embracing a culture of diversity, internationalization, and inclusion, 3) advancing established distinction in liberal arts and sciences, professional programs, and community engagement, 4) producing transformative scholarly research and creative works that target regional issues with global significance, 5) exemplifying the ethical stewardship of capital and human resources, and 6) developing institutional, community, and intellectual leaders. It is the university vision to become "nationally recognized for education that transforms students and improves the quality of life in the region and beyond; for leadership that drives economic, infrastructure, and human development; and for institutional responsiveness that fosters creativity, generates opportunity for all, and thrives on change."

The Kremen School of Education and Human Development (KSOEHD) is the CSU Fresno professional education unit. The unit has been fully accredited by NCATE since 1953. The unit mission is “the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education.” The KSOEHD theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

**I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?**

The California State University Fresno accreditation visit is a joint visit between NCATE and the California Commission for Teacher Credentialing (CCTC).

**I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).**

Not applicable

**I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.**

None

**II. Conceptual Framework**

*The conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.*

**II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.**

“The Kremen School is committed to developing the knowledge, skills, and values for educational leadership in a changing, diverse, and technologically complex society.” At the heart of the unit conceptual framework is its theme: Leadership for Diverse Communities. The conceptual framework graphic illustrate how the components collectively support the unit desired outcome, i.e., the initial and continuing preparation of teachers, administrators, counselors, and other education professionals who are leaders for today’s diverse communities. Both initial and advanced programs commit to providing leaders who have command of the content in their field, who will be reflective, collaborative leaders for schools, and who are prepared to meet the challenges and opportunities of working with diverse communities.

The unit conceptual framework is appropriate to the Kremen School, consistent with proficiencies, and implemented in a manner that complies with professional and state standards. The conceptual framework gives direction to the unit activities and provides a basis for the assessment and enhancement of the unit effectiveness.

The development and implementation of the unit conceptual framework has been a collaborative endeavor among the unit stakeholders. Faculty report and describe how the conceptual framework statements evolved from their collegial thinking process. Candidates in initial programs explain how confident they feel with regard to instructional skills enhanced through elements from the unit dispositions aligned with the conceptual framework. Candidate reports about being well prepared are also echoed by site supervisors, site administrators and cooperating teachers.

Candidates in initial, advanced and programs for other professionals articulate their applications of the conceptual framework within their professional responsibilities and, where applicable, in field experiences and capstone activities for the various programs.