

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation
Visit for Professional Preparation Programs at
Loma Linda University**

**Professional Services Division
June 2016**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Loma Linda University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
School Counselor	32	X		
Speech Language Pathology	8	X		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: Loma Linda University

Dates of Visit: April 18-20, 2016

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 judgements 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 entire team reviewed each of nine Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all nine Common Standards were **Met**.

Program Standards

After discussion of findings and appropriate input by individual team members, the team considered whether the program standards were met, met with concerns, or not met. The CTC accreditation team found that all program standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, interviews with program leadership, district administrators, school site administrators, support providers, participating teachers, completers, and Leadership Team members. Due to the finding that all Common Standards were **Met**, and all program standards were **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:

Advanced/Service Credentials

- Pupil Personnel Services
- School Counseling
- Speech Language Pathology

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Loma Linda University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Loma Linda University continue 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

Team Leader:

Dee Parker
California State University, Dominguez Hills

Common Standards Cluster:

Diana Wheeler
Retired- La Sierra University

Advanced/Services Programs Cluster:

School Counseling

Brent Duncan
Humboldt State University

Alan Enomoto
Brandman University

Speech Language Pathology

Dee Parker
California State University, Dominguez Hills

Staff to the Visit

Bob Loux
Commission on Teacher Credentialing

Documents Reviewed

University Catalog	Biennial Report Feedback
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Assessment Documents	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
Needs Analysis Results	Department Handbooks
Program Assessment Feedback	

Interviews Conducted

Stakeholders	TOTAL
Candidates	77
Completers	38
Employers	11
Institutional Administration	7
Program Coordinators	3
Faculty	29
Advisors	10
Field Supervisors – Program	13
Field Supervisors – District	12
Credential Analysts and Staff	2
Advisory Board Members	9
Total	211

Background Information

Loma Linda University, founded in 1905 is a Seventh-day Adventist coeducational health science university located in Loma Linda, California approximately sixty miles east of Los Angeles. While the mission of the institution is to provide education in wellness and whole person care, Loma Linda University has attained international recognition in pioneering work in medical and mental health education. The campus includes the Faculty of Graduate Studies and the following eight schools: School of Allied Health Professions; School of Behavioral Health; School of Dentistry; School of Medicine; School of Nursing; School of Pharmacy; School of Public Health; and School of Religion. There were 4,521 students enrolled fall 2015, of which

approximately 90% were full-time equivalent students. The student population represents 80 nations.

Education Unit

Loma Linda University supports two credential programs. They are the Clinical Rehabilitative Services: Language, Speech, and Hearing Credential Program (LSH) housed in the School of Allied Health and the Pupil Personnel Services: School Counseling Credential Program (PPS) housed in the School of Behavioral Health.

The Clinical Rehabilitative Services Program has been at Loma Linda campus since 1987. Prior to that time, it was housed at the La Sierra Campus then a part of Loma Linda, beginning in the early 1950s.

The School Counseling Credential Program was approved by the Commission on Teacher Credentialing in 2004. Within the Department of Counseling and Family Sciences there are two separate processes whereby candidates may qualify for the credential. The first option is the 74 unit Master of Science in Counseling which includes the credential requirements within its degree program. The second option is the School Counseling Certificate program which is open only to the department’s Marital and Family Therapy candidates and adds the credential requirements to their degree requirements.

Currently, the university employs 1,624 full-time faculty and 355 part time faculty. There are eight full time faculty and six adjunct faculty in the Pupil Personnel Services: School Counseling Credential Program. The Clinical Rehabilitative Services: Speech, Language and Hearing Credential Program has ten full time faculty and eight adjunct faculty.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2013-14)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
School Counseling	4	8	22
Speech Language Pathology	31	29	60

The Visit

Five team members including the team lead, one member for Common Standards and two program sampling team members reviewing the two credential programs met at the hotel on Monday, April 18, 2016 with the CTC staff consultant. After the initial team meeting, the team traveled to campus for lunch and reviewed the visit’s interview schedule. For the rest of the day

and the following day the team members interviewed the administrators, faculty, support staff, advisory committee members and other stakeholders to learn about the credential programs. Tuesday morning the Team Leader and CTC Consultant met with Administrative staff to present and discuss the mid-visit report. The team then completed the report and the Exit Report was held Wednesday morning, April 20, 2016.

Common Standards

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all the requirements.

Findings:

Loma Linda University provides two credential programs: School Counseling and Speech-Language Pathology Services. The School Counseling program is housed in the Department of Counseling and Family Sciences in the School of Behavioral Health. The Speech-Language Pathology Services is in the Department of Communication Services and Disorders which is housed in the School of Allied Health Professionals. The chair of each department is responsible for unit leadership and reports to the Dean of the respective School who is responsible for the oversight of the specific programs. The Deans report to the University Provost who has overall responsibility for all programs within the two Schools.

The vision of the University is seen through campus bulletin boards, student's demeanor, faculty openness and friendliness, and professional attitude of service. Candidates in both credential programs expounded the "open door" policy of the faculty and consistently stated they could go to any faculty member to ask questions and/or seek information on a problem. Interviews with faculty, advisory board members, supervisors, and employers provided numerous examples of involvement in the decision-making processes and on-going activities within the departments.

Both credential programs are given the same attention and status as all other programs at the university. This is accomplished by housing every credential, certificate, and degree program in an academic department and assigning a full-time faculty member as program director. All full-time faculty are assigned department, school, inter-school, and university-wide committee memberships that keep them involved in decision-making processes at multiple levels. Thus, leadership at the highest administrative level becomes well acquainted with program directors and are prompt in addressing and resolving problems that are amenable to administrative solutions.

Department responsibility for both programs is shared between the department chair, program director, field coordinator, and faculty. Each of the four administrators (chairs and program coordinators) has been full-time faculty at Loma Linda University for at least seven years, and they work directly with department faculty in ongoing collaborative relationships. The administrative structure is such that communication within the department and school is unusually open. The fact that candidates in counseling and speech-language pathology programs are in masters programs further establishes that credential programs are given the same level of organization, coordination, and governance as all other university programs.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings:

A review of program documents and interviews with program leaders and faculty confirmed that both programs participate in a comprehensive assessment and evaluation process. Evidence was provided to show assessment procedures, both formative and summative, including the areas of academic class performance; quarterly evaluation of candidate progress; written comprehensive evaluation; candidate evaluation of courses, field sites, and supervisors; exit survey of graduates; clinical supervisor evaluations, and oral examination.

These programs are governed by the same administrative processes and educational standards that guide accountability in assessment, recordkeeping and data analysis used to measure effectiveness of all educational programs in the university. As integral components of graduate degrees, the school counseling and speech-language pathology programs are subject to the same rigor as all other programs for purposes of other accreditation processes related to degrees. Examples include university accreditation by Accrediting Commission for Schools/Western Association for Schools and Colleges (ACS/WASC), Board of Behavioral Sciences (BBS) for counseling licensure, and the American Speech-Language-Hearing Association (ASHA).

Data is collected by faculty and analyzed by the Program Director. The analysis of the data is reviewed by the faculty and program decisions are based upon the data and teaching personnel input.

Standard 3: Resources**Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resources needs.

Findings:

The Provost is the Chief Academic Officer for the university and is responsible for allocating the administrative, academic, financial, and student support resources necessary for effective operation of each program. Budgets for the Schools and programs are determined by a formula using the variables of full-time experienced full-time instructors (FTE), number of students enrolled each year in a program, and faculty/staff salaries. Program Directors and Chairs provide input to the individual School Deans with faculty input. The Dean, in turn, makes recommendations to the Provost.

Both programs make every effort possible to recruit qualified Ph.D. faculty who represent the breadth and depth of their respective professions. The shortage of doctoral level faculty presents a challenge; however, the goal of each department is that all graduate level courses are taught by faculty who hold earned Ph.D.'s and who clearly have expertise in the content they teach. At times, it has become necessary to hire contract faculty to teach courses that the department has been unsuccessful in filling with Ph.D. level faculty. In these cases, every effort is made to contract with individuals who have demonstrated expertise in a particular specialty. Program Directors and Deans indicated the credential programs are consistently allocated sufficient resources for effective operation. Classroom space, technology support, library services, and computer labs are adequately provided for candidates in both credential programs. Off-campus facilities are available for School Counseling candidates at the Behavioral Health Institute (owned by the university) and speech and language pathologist (SLP) candidates have clinical rooms with two-way mirrors available to them.

Faculty, staff, and candidates have appropriate access to necessary buildings, classrooms, offices, study areas, libraries and computer labs. Each program has dedicated tech support, and candidates have access to computer labs in libraries and in each of their schools where department offices are housed. School Counseling has a research building and a clinic in their Behavioral Health Institute, which houses faculty offices, small and large classrooms, conference rooms and computer labs. The clinic also has individual and group counseling rooms with two-way mirrors and wall mounted cameras for the candidates to record sessions. The Speech-Language Pathology program also has lab rooms that are used for clinical practicum that an administrative secretary assigns for use.

Faculty as a whole makes decisions for all programs in the department. Department chairs and program directors meet regularly with faculty to assure adequate input and communication for the decision-making process.

Standard 4: Faculty and Instructional Personnel

Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings:

The university has made a strong commitment to recruit and employ a cultural, ethnic, and gender diverse faculty. Recruitment of faculty involves advertising in professional journals and websites and contacting alumni, peers, and associates in the field. The Department of Counseling is a fair representation of the diversity within the faculty. It includes ethnicities of the Caribbean, India, Korea, Mexico, North America and Western Europe, with an even split of men and women. Religious affiliations include Seventh-day Adventist, Baptist, Catholic, Episcopalian, Jehovah’s Witness, and Non-denominational Christian. School Counseling has 8 full-time and 6 adjuncts. Speech-Language Pathology employs 10 full time faculty and 8 adjuncts. All personnel teach in their specialty area and have a solid grasp of academic standards, frameworks, and accountability systems used in public schools. This was evidenced by interviews with faculty, site supervisors in public schools, and student K-12 employers.

Faculty are evaluated by candidates at the end of each course with survey analysis completed by the Program Director. Results identifying strengths and areas that may need remediation are given to the faculty member. Formal faculty evaluations are conducted annually. Decisions are based upon candidate input, self-evaluation, and administrative evaluation. Department policy requires faculty to maintain competence and relevance by supervising or practicing in the specific area in which they teach. All clinical instructors/supervisors are required to meet the qualifications specified by the national professional association and the Commission.

Faculty development is strongly supported. Each faculty member has an annual budget to use for professional development meetings or continuing education, and is allowed the freedom to

determine how best to allocate the money. The department pays for professional memberships, annual professional meetings, and licenses of the faculty. University policy allows for eight units of free tuition for full-time faculty, and the institution is extremely supportive in the pursuit of doctoral degrees. Clinical instructors/supervisors are offered workshops and seminars free of charge for supervising student clinicians.

Met

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings:

Admission standards are based upon multiple measures and are designed to assure a diverse candidate population. All candidates must meet the standards for the graduate degree programs at Loma Linda University. Both credential programs require a face-to-face interview with the candidate and 3 letters of recommendation. Academic performance, CBEST results, health and background check, and student writing analysis are used as entrance criteria for the School Counseling and SLP programs. Information about requirements, program standards, and faculty qualifications is available in the Loma Linda University catalog, which is available online and in the university student handbook, and department handbooks.

The institution is committed to recruiting and nurturing candidates from diverse backgrounds. Both programs represent diversity in ethnicity, race, gender, religion, sexual orientation, and cultural traditions. The institution also has programs that support ethnic minorities, international students, and those with special needs.

Standard 6: Advice and Assistance**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings:

Both programs have unified faculty who are committed to supporting each other and to mentoring candidates in all programs. Chairs who value teamwork and understand group process nurture the dedication to collaboration with one another. This leadership has resulted in an ideal mentoring environment that is congruent with the university mission of the whole person care. Both program directors have an open-door policy and are readily accessible to candidates for consultation and support. Faculty-student interaction includes the admission interview, e-mail and phone support, new student orientation, ongoing program advisement, instruction, supervision, support of candidate research projects, relationships with teaching and research assistants, casual conversations, and special faculty-student projects. The university offers individual counseling services through the Employee and Student assistance Program on campus. Students in need of counseling are triaged and may receive up to ten free counseling sessions per issue, with no cap on the number of issues/sessions. Residence Hall Deans work collaboratively to meet student's needs, responding to academic and emotional crises by collaborating with faculty and staff on campus.

At the beginning of the fall quarter candidates are required to attend an all-day orientation to the department, school, and university, where they are introduced to all the available student services. Each candidate is given a department handbook they must agree to read and abide by. Program Directors serve as advisors for every candidate and meets with each one prior to registration each quarter. The School Counseling and Speech-Language Pathology programs provide staff and faculty academic and personal assistance. The faculty in both programs pride themselves in their "open-door" policy. Candidates consistently said the faculty "openness" was the most impressive part of the program and some said it was the reason they chose Loma Linda University. Interviews with the faculty validated the candidates' perceptions and confirmed the core values and mission of the university, school, department, and program personnel.

Program publications are available to candidates to assure appropriate information is discriminated and assures candidates are aware of policies. The School Counseling program provides a copy of a *Master of Science Counseling Program Manual* and the Speech-Language program supplies candidates with a copy of *The Speech-Language Pathology Services Handbook*.

During the school year, there is on-going advisement and assistance available to all candidates. Candidates who need special academic support and who do not have current documentation of a disability are given opportunity for psychoeducational assessment within the university at no charge. Based upon assessment findings, recommendations may include referral to an educator who specializes in remediation of reading and study skills for college and university students. Recommendations may include taking remedial courses in basic skills.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings:

Loma Linda University demonstrates longstanding and highly satisfactory relationships with community agencies and school districts in the area. In interviews with school district site supervisors, medical facility personnel, and employers, all commended the candidates at their respective sites for the quality of service demonstrated by them. The program directors and staff collaboratively work with school districts to ensure mutually beneficial relationship for candidates. The opportunity to gain experience with diverse populations is an important element in the selection of school sites for the credential programs.

Public school personnel are critical in directing the university field coordinators regarding placement of candidates in their clinical training. They help ensure that all candidates are able to work with diverse populations. The longstanding relationship between Loma Linda University and its partners helps make this arrangement mutually beneficial.

In Speech-Language Pathology basic coursework generally precedes practicum; however, clinical practicum experiences are infused throughout the graduate program. Prior to assignment to off-campus practicum, graduate students complete the appropriate courses essential to success for the candidate and the ethical treatment of clients/patients. All new candidates are required to complete an initial four hour per week, one-quarter practicum assignment in the public schools, as a prerequisite to the directed teaching experience. The program considers the value of such a program to be in the incremental preparation of the candidate for the full-time experience

Prior to placement, the program directors evaluate the candidate's academic work and sequence of courses to assure the candidate is adequately prepared and ready for fieldwork.

The Director of Clinical Education is responsible for the placement of speech-language pathologists, while the school counseling candidates are placed through the office of the program director.

Site and clinical supervisors are provided with training in supervision. Yearly workshops are arranged for which attendees may receive continuing professional development credit. The SLP program also provides the supervisors with a copy of *Clinical Instructor's Handbook*. The School Psychology programs provides *Guidelines for Field Supervisors*.

Standard 8: District-Employed Supervisors

Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings:

All district-employed supervisors are credentialed, experienced, and competent in the subject area they are supervising- School Counseling or Speech-Language Pathology. Both programs have established a minimum number of years of working in the field prior to eligibility for field supervision. Each supervisor must exhibit an eagerness to collaborate with the university and a willingness to counsel candidates. School district administrators, coupled with candidate and university coordinator evaluations, guide in the selection of appropriately credentialed, experienced, and competent field supervisors.

Candidates are asked to evaluate their field experience supervisors at the end of their program. The results of these evaluations will be reviewed by the program director who makes decisions regarding the appropriateness of the field site and the supervisor.

The School Counseling and Speech-Language Pathology programs verify the district/clinical supervisors are experienced and competent in their respective field and meet CTC qualifications. Some of the supervisors are contract instructors (adjust) for the university and/or are represented on the program advisory board.

Supervisors receive remuneration for their service through vouchers which can be exchanged for university workshops or classes. They also receive educational training in supervision. An evaluation of supervisors is made by each candidate at the end of the program. The survey information is analyzed by the program staff and is used to make placement decisions in the future.

Standard 9: Assessment of Candidate Competence**Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings:

Loma Linda University programs place high value on outcome-driven evaluation, learner-centered instruction, and assessment that is used by candidates, themselves, to monitor their own progress towards completion of the program. All courses, fieldwork, and clinical practice across both credential programs support the candidates in developing the professional knowledge and skills necessary to successfully assist all students in effectively meeting state achievement standards. Program directors and field coordinators work with field personnel to ensure candidates meet graduate degree and CTC competency requirements.

School Counseling has several assessments to ensure their candidates are continually developing towards satisfactory skill levels for counseling. Quarterly review with their program director, continual self-ratings and being rated by others using criteria that assesses counseling skills, concepts, strategies, and the five stages of a well-informed interview. Periodic use of these ratings continue throughout the program. At the end of the first year there is a comprehensive examination that is to demonstrate their mastery of core content necessary for advancement to Counseling in the Counseling MS Program. During the candidate's field placement the university coordinator consults with the counselor-supervisor and provides feedback to the candidate. These notes are a part of the candidate's academic file. Each candidate takes a Final Oral Interview at the conclusion of their program. This Interview focus is on the application of knowledge to fieldwork practices and on responses to case vignettes.

The program directors and field coordinators work with their perspective school personnel to ensure candidates meet graduate degree and commission-adopted competency requirements. The Speech-Language Pathologist must complete the Knowledge and Skills Assessment (KASA) which is identified by the American-Speech-Hearing Association (ASHA) as the minimum knowledge and skills required for entry into the professional practice. As an ongoing assessment tool, candidates document their completion of skills required in over twenty different areas of knowledge that must be mastered for Speech-Language Pathologists. Theoretical and clinical skills are tracked on *Skills Tracking Forms* which are embedded into software that the program uses. They show candidates progress toward satisfactory skill levels for entry into the profession.

Graduate portfolios are required by candidates in each program. These portfolios document organized means of tracking and showcasing the knowledge, skills and competencies acquired during graduate training.

Pupil Personnel Services Credential: School Counseling

Program Design

Loma Linda University offers the Pupil Personnel Services Credential program in School Counseling. The program is housed in the Department of Counseling and Family Services within the School of Behavioral Health. The mission of this program is to facilitate wholeness by promoting health, healing, and hope to individuals, families, and communities through education, research, professional training, community service, and global outreach. It is evident from interviews with faculty, candidates, administrators, community members and program completers that the university's core values of compassion, integrity, excellence, freedom, justice, purity, and humility are universally accepted, and provide a strong base for program and candidate development.

Admission to the school counseling credential program is open only to candidates who enroll in the Master of Science Counseling (MSC) or the Master of Science in Marital and Family Therapy (MFT) program. The Master of Science Counseling program includes school counseling as an integral track within the curriculum. The credential is offered to candidates in the MFT program as an additional certificate of specialization. Candidates may enter the program during any of the four quarters, but the majority of the candidates enter program as a cohort in the fall and graduate in the spring of their second year. Field experience activities coincide with the completion of the candidate's core courses and generally begin after the completion of one year of core coursework.

The Master of Science in Counseling degree broadened in 2009 to include two counseling specialization options: 1) Pupil Personnel Services Credential in School Counseling (PPSC) and 2) Licensed Professional Clinical Counselor (LPCC). Candidates can choose either or both specializations. All candidates enrolled in the school counseling program have chosen the dual specialization option and are completing both school and clinical tracks. Adding a second track increased the number of credits required for the Master of Science in Counseling from 79 quarter credits plus field experience units to 90 quarter credits plus field experience units.

Program Administration

The School Counseling Credential program is administered by a full-time professor who serves as the Director of the Master of Science in Counseling program. This was verified by all faculty and candidates interviewed. School counseling field experiences are coordinated by a part-time faculty member who teaches a professional school counseling course and a quarterly practicum/seminar course that is required of all candidates throughout their field experience. The School Counseling Credential program utilizes a variety of means to triangulate student learning outcomes. Program faculty annually conduct a curriculum review that was validated at the site visitation interviews with faculty. The program solicits and encourages regular input regarding all aspects of the program from Contract Faculty, Supervisors, and Program Consultants, many of whom work full-time in School Counseling or allied professions. The

Program Director meets regularly and solicits input from all constituents about the program's expectations for candidates, assessment results, and overall program effectiveness. The coordinator of field experiences visits off-campus field placements to observe candidates in the field on an approximate schedule of one visit after every 50-60 completed fieldwork hours. The coordinator also solicits input from supervisors in the field. Program faculty annually review the academic and field experiences curriculum to verify that accreditation, credentialing, and licensing standards are being met.

Course of Study

First year candidates take foundational courses and are administered a written comprehensive examination over the content at the end of the year. First year candidates also begin their clinical training and engage in clinic placements. Beginning in their second year, school counseling candidates are provided with field experience placements in local public schools that are arranged by the fieldwork coordinator. Loma Linda University maintains strong and mutually satisfying relationships and Memorandum of Understanding contracts with local school districts that include Bloomington, Colton, Corona-Norco, Fontana, Loma Linda, Perris, Redlands, Riverside, San Bernardino, San Diego, and Temecula. Candidate input regarding their placements is sought, and placements are made that are consistent with program and university values, mission and training objectives. Placements are occasionally solicited that are some distance from the university and are chosen to meet the needs of a particular candidate.

Assessment of Candidates

The requirements for completion of the school counseling credential and the Master of Science in Counseling degree are published in the Department of Counseling and Family Science Student Handbook and in the University catalog. Candidates are provided a hard copy of the department handbook and program manual when they enroll, and sign a statement verifying that they have read and understand these requirements. At the beginning of each academic year all candidates attend an orientation that reviews specific program requirements, including credentialing and licensure. Multiple measures are used to assess candidate performance throughout the program and include course assignments, written comprehensive examination, assessments from university supervisors and site supervisors, and a final oral examination that includes a panel of at least three faculty members.

Candidates are evaluated in each course and placement experience. Candidates whose GPA falls below a 3.0 for more than one semester are placed on academic probation, and their subsequent progress is carefully monitored. Placement grades are occasionally recorded as In Progress (IP) until expectations for fieldwork are successfully demonstrated and evaluated by a site supervisor. A list of competencies and expectations for fieldwork is provided, and competence as well as professional and ethical behavior consistent with the values of Loma Linda University is expected at all times. A final oral examination is conducted at the conclusion of the 2 years of course and field work.

Findings on Standards

After review of the Biennial Report, Program Summary, supporting documentation, and the completion of interviews with college and program administrators, field administrators, candidates, graduates, faculty, employers, and supervising practitioners, the Accreditation Team determined that all program standards for the Pupil Personnel Services Credential in School Counseling Program at Loma Linda University are **Met**.

Speech-Language Pathology

Program Design:

The Speech Language Pathology Credential program is housed in the Department of Communication Sciences and Disorders (CMSD) in the School of Allied Health professions. It is one of eleven programs in the school. The CMSD program is approved by the American Speech, Language and Hearing Association. The curriculum includes all academic and clinical experiences necessary for the Masters of Science degree, ASHA Certification, the CTC approved Speech Language Pathology Services credential, and the California license issued by the Speech Pathology and Audiology and Hearing Aid Dispensers Board. Leadership within the CMSD program consists of the Chair, Program Director and Clinical Coordinator. The primary responsibility of the program is the education of students from diverse ethnic and cultural backgrounds. The program assures that all candidates meet the criteria for the Preliminary credential.

The CMSD program admits 30 candidates a year in the Fall quarter. The Program Director serves as the advisor for the first and second year candidates. The program has 10 full time faculty, one half time faculty and 4 to 6 contract faculty. Department faculty collaborate on everything. Faculty model best practices for the candidates and their clinical expertise is a strength of the program as reported by candidates and site supervisors. Candidates noted that faculty are back and forth between the classroom and the clinic. The faculty members have an open door policy at all times. Candidates train in a variety of educational and medical settings. They see a variety of disorders including child and adult speech and language, autism, phonology, traumatic brain injury, fluency, swallowing, voice disorders, motor speech disorders and accent modification.

First year candidates are assigned to at least one clinic per quarter. Each clinic consists of two half days per week with additional time spent in preparation and supervisory conferences. The Clinic Coordinator assigns candidates to all clinical sites. All graduate students complete Education Fieldwork 1 in a school setting ½ day each week for five quarters. In the second year of the graduate program, candidates are assigned to EduFieldwork II in a school setting.

The program has an active Advisory Board whose members often participate in on-campus activities. Advisory Board members serve as Facilitators, give lectures, serve as site supervisors for candidates in the education and medical field courses, and respond to special requests from

program faculty. Members of the Advisory Board noted that program faculty are experts in their field and that makes a huge difference for the candidates.

The university has a policy related to all programs stating that students, faculty, staff, and persons served in the Department's clinic shall be treated in a nondiscriminatory manner; that is without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, status as a parent, or status as a covered veteran.

Course of Study:

There are two pathways to completion of the program. Candidates who earned a Bachelor's degree in CMSD follow a seven quarter sequence. The first five quarters are in the classroom and candidates are enrolled in EduFieldwork I. They are required to be in a public school setting ½ day per week for 1 quarter (10 weeks) under the supervision of a credentialed speech and language pathologist (SLP). During the last two quarters of the program, candidates are in Edufieldwork II and Medfield II. Second year candidates and their site supervisors noted how helpful it was to concentrate on just the field experience. The candidates focus totally on the fieldwork and are not distracted by having to get to the university in time for classes, prepare for tests, or prepare written assignments. Site supervisors are trained by the Clinic Coordinator or attend workshops that prepare supervisors for the supervision process. Consultation and collaboration are also embedded in CMSD coursework including collaborative projects in class and across disorder domains. Candidates also collaborate and consult with teachers and related services professionals.

The second pathway to the Master's degree is the Transitional Master of Science (TMS) that is designed for candidates who earned a Bachelor's degree in a discipline other than CMSD. Unlike other post baccalaureate programs, when the TMS candidates are accepted, they are on track to move through to the completion of the Master's degree. These candidates pursue an eleven quarter sequence. During the first four quarters, the candidates complete the equivalent coursework of the Bachelor's degree. They then follow the same seven course for the Master's degree.

The faculty at Loma Linda University (LLU) teach courses using a Problem Based Learning (PBL) model with Individual Learning Activities. Candidates are not trained in the lecture – test model. The Problem Based Learning model focuses on preparing candidates to ask and then answer questions on their own. With the PBL model, course instructors show a video presentation of a case or provide a written case history for the candidates. Following this presentation, candidates are placed in groups of six with a Facilitator. Candidates are asked to develop questions related to the case study. The Facilitator engages the candidates in a verbal review of their questions. The Facilitator then gives the candidates a research assignment that will be presented to the group the following week. The candidates also have Individual Learning Activities (ILAs) that are designed to meet course requirements. Course faculty are available for questions but do not give answers to the candidates. They provide guided

instruction or make suggestions for further research. Candidates noted that the Facilitators and faculty assure that candidates are on track to develop an answer to the question.

First year candidates said that they were confused at first, but now they are beginning to see the intent of PBLs and ILAs. Second year candidates noted that they were confused and wondered if they were learning anything in the beginning, but now see the value and enjoy the process. Completers all wanted to voice their enthusiasm for this learning model. They reported that they retained information better and performed better fieldwork. They also noted that they did not have to study for the national PRAXIS exam because the information was all there – in their head.

Site supervisors praised the PBL model for making candidates far more independent in the field setting. They do not immediately ask for help. If they have a question, they find the answer on their own. Completers reported that when they went on job interviews, they were confident and they were able to easily answer case based questions in the interview process. They also said that they are prepared to become beginning clinicians. Everyone who was interviewed was excited about the learning process and the results.

Assessment of Candidates:

Before candidates are admitted to the program, they take and pass the CBEST and obtain the Certificate of Clearance. Assessment of candidates is both formative and summative. Fieldwork hours are tracked electronically on a platform called CALIPSO. All Commission program standard requirements are addressed in this system. The supervised experience includes nine areas of communication disorders including articulation, fluency, voice/resonation, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects and communication modalities. The program ensures that candidates engage in consultation and/or collaboration with teachers, other school personnel, and families. Candidates also participate in the IEP and ITP process. All program faculty assess the progress of each candidate at the end of every quarter and provide written feedback in a timely manner. If necessary, a remediation plan is written. Formative assessment includes course assignments and clinical fieldwork. The Program Director tracks candidate progress through Graduate Portfolio I and Graduate Portfolio II. Summative assessments are also evaluated by the Program Director. The key summative assessment is the nationally administered PRAXIS exam.

Findings:

After a review of the institutional report and all supporting documentation, and after conducting interviews with the Provost, Dean of the School of Allied Health Professionals, Chair of the Communication Sciences and Disorders program, the Program director, program faculty, first and second year candidates, completers, supervisors, facilitators, employers and Advisory Board members, the team determined that all program standards for the Speech Language Pathology credential are **Met**.