April 12, 2017

Rick Stout

California State University, Chico

rgstout@csuchico.edu

Dear Rick Stout:

Thank you for the submission of the Program Review document for the California State University, Chico Preliminary Administrative Services Program. Attached please find the Preliminary Report of Findings from the review of the submission with feedback, including the status of each standard.

In keeping with the new Program Review process, reviewers review the required information and determine whether each standard is preliminarily aligned or whether additional information is needed. For those standards for which the program reviewers determined that more information is needed, this additional information must be available, in the form of the attached addendum, to site visit reviewers prior to the site visit in year 6.

The information from Program Review must be available to the accreditation site visit team. This includes all narrative and required information submitted by the institution for Program Review, the Preliminary Report of Findings, and the program’s addendum that contains that additional information.

As you know, the Commission requires each institution to create an accreditation website for accreditation site visits. An accreditation website provides the accreditation team easy access to all relevant information necessary to reach standards findings and an accreditation recommendation. The information your institution submitted for Program Review for the Administrative Services programs should be incorporated and reflected in the accreditation website that you will or have created for your site visit. If you created a website for the Administrative Services Credential Program Review, the information may be incorporated into to single accreditation website or the larger accreditation website may link to your Program Review website. For those that submitted documents in a manner other than a website such as in pdf form or google docs, please ensure that these documents and links are all included in the institution’s accreditation website for the site visit.

In some cases, if there are a number of standards for which the reviewers were unable to find preliminarily aligned, a staff member may be assigned to work with your institution to ensure that the program is operating in accordance with Commission requirements and to provide technical assistance where necessary.

Thank you for your submission. If you have any questions, please contact accreditation@ctc.ca.gov.
Sincerely,

Cheryl Hickey

Administrator of Accreditation

cc: Mike Kovar, mkotar@csuchico.edu

c/o

Melissa Dean

Professional Services Division

Commission on Teacher Credentialing

1900 Capitol Ave

Sacramento, CA 95811

916-324-8022
Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (less than 75 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

**Posting the Addendum**
Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution’s accreditation website.

| Standards Found to be Preliminarily Aligned | 1, 4, 5, 6, 7, 8, 9 |

<table>
<thead>
<tr>
<th>Standards Requiring More Information</th>
<th>Comment from PR</th>
<th>Response from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2: Collaboration, Communication, and Coordination</td>
<td>Reviewers were unable to find where the following are addressed: “Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development.”</td>
<td></td>
</tr>
<tr>
<td>Standard 3: Development of Professional Leadership Perspectives</td>
<td>Reviewers were unable to find where the following are addressed: 1) “Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these...”</td>
<td></td>
</tr>
</tbody>
</table>
issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools.

2) The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

3) The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students.

4) The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.