



Council for the  
Accreditation of  
Educator Preparation

1140 19<sup>th</sup> Street, NW Suite 400  
Washington, DC 20036  
tel: 202.223.0077 fax: 202.296.6620  
caepnet.org

November 10, 2015

Dr. Paul J. Zingg  
President  
California State University at Chico  
400 West First Street  
Kendall Hall  
Chico, CA 95929-0150

Dear Dr. Zingg:

I am pleased to inform you that the Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its October 23-27, 2015 meeting in Bethesda, Maryland, decided to continue the NCATE accreditation of the College of Communication and Education at California State University at Chico at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the EPP and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's (EPP's) accomplishment is enclosed with the copy of this letter that has been sent to the head of your EPP. The Commission also made a distinct decision to recognize that the EPP is moving toward target on Standard 5.

Details of the Commission's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – using the CAEP standards – is scheduled for **Spring 2022**. As the transition to CAEP progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities. As a first step, resources can be found on CAEP's website ([www.caepnet.org](http://www.caepnet.org)). Additional resources are the CAEP Weekly Updates, the Accreditation Manual, and the Evidence Guide.

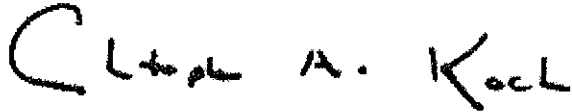
In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards through the annual report.

---

Also for your information enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

Congratulations again on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Ms. Patty Garvin, Senior Director of Accreditation Operations at [patty.garvin@caepnet.org](mailto:patty.garvin@caepnet.org).

Sincerely,

Handwritten signature of Christopher A. Koch in black ink.

Christopher A. Koch  
President

Enclosures

cc: Dr. Deborah Summers, College of Communication and Education  
Dr. Mimi Miller, College of Communication and Education  
Ms. Cheryl Hickey, Commission on Teacher Credentialing;  
Ms. Teri Clark;  
Board of Examiners Team

---



National Council for Accreditation of Teacher Education

## ACCREDITATION ACTION Report

California State University at Chico  
Chico, California

November 2015

### ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Spring 2022.

*Please refer to the on-site report for strengths of the EPP and for additional information on findings.*

### STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

### AREAS FOR IMPROVEMENT

The following areas for improvement (AFIs) should be addressed before the provider's next visit. Progress made toward eliminating them should be reported in the EPP Annual Report. The visit team will indicate in its on-site report at the next visit whether the provider has adequately addressed each of the AFIs.

#### STANDARD 1 - Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and

skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1	Candidate dispositions are not assessed by observable or systematic means.	<input type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
---	--	---

## **STANDARD 2 - Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

1	The MS in Agriculture Education does not have key assessment findings from all candidates for the two years that the program has operated.	<input type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
---	--	---

## **STANDARD 4 - Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

1	Candidates have limited opportunities to interact with faculty from diverse groups.	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
---	---	--

*NOTE: Neither CAEP staff, team members, nor other agents of CAEP are empowered to make or modify Commission decisions. These remain the sole responsibility of the Commission itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.*