

8.1 INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS

School of Education, Mills College

Inventory of Concurrent Accreditation and Key Performance Indicators

School of Education Program	(1) Professional, special, state or programmatic accreditations currently held by institution (by agency and program name).	(2) Date of most-recent accreditation action by each listed agency.	(3) Summary ("bullet points") of key issues for continuing institutional attention identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(5) For at least one indicator for each program, provide up to 3 years of trend data. Institutions may wish to link cell to a graph or other format.
Child Life in Hospitals BA/MA, Education with Emphasis in Early Childhood Education with Child Life	Child Life Council acts as the certifying agency in the field of Child Life	Does not apply	*Students at both the bachelor and master levels must meet the academic and field work experiences in hospital settings with certified child life specialists as specified by the Child Life Council. *Students who meet these requirements are then able to take the exam to become certified child life specialists.	*BA students must earn a bachelors degree in Education with Emphasis in Early Childhood Education with Child Life. Students are also required to participate in 480 hours of clinical supervision with a certified child life specialist in a hospital setting. *MA students must earn a masters degree in Education with Emphasis in Early Childhood Education with Child Life. Students are also required to participate in 480 hours of clinical supervision with a certified child life specialist in a hospital setting.	BA – approximately 2 students/year receive the credential. MA – approximately 13 students/year receive their credential.
Early Childhood Education MA, Education, Early Childhood	None: individuals wishing accreditation to teach young children fall under the Multiple Subjects accreditation, below.	Does not apply	Does not apply	Masters oral examination to audience of masters thesis committee as well as masters presentation to audience of peers, academics and the community.	AY 2003-04 3 students in program completed for MA degree; 2004-2005, 4 students in program completed for MA; 2005-2006, 3 students completed for MA degree.
Educational Leadership Administrative Services Credential	The Administrative credential program has WASC approval and is also approved by the California Commission on Teacher Credentialing.	The most recent accreditation approval was given by the California commission of Teacher Credentialing on October 18, 2006.	There are no issues for continued institutional attention.	The credential program takes one year plus a summer and is 6 Mills credits. The course work includes the following courses: School leadership, Instructional Leadership, Field Experience A & B, Human Resource Management, Family, Community Relations, School Finance and School Law.	Trend Data: 2004-05 # Tier I students, 6; Tier II, 6 2005-06 # Tier I students, 8; Tier II, 3 2006-07 # Tier I students, 6; Tier II, 6 2007-08 # Tier I students, 7; Tier II, 4

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<p>Infant Mental Health: MA Infant Mental Health</p>	<p>WASC requirements for graduate programs</p>	<p>Fall 2007</p>	<p>The MA in Infant Mental Health builds on a solid background in psychology, research methodology, and normative development. Graduate courses include advanced study of development, assessment, and special needs children, combined with fieldwork and a master's thesis.</p>	<p>There are two ways to earn a master's degree in infant mental health at Mills: *The Regular full-time two-year program is designed for students with a baccalaureate degree in psychology. Students applying to the program should have taken the following prerequisite undergraduate psychology courses: Fundamentals of Psychology, Life-Span Developmental Psychology, Psychopathology, Analytical Methods in Psychology, and Research Methods in Psychology. *The 4+1 BA/MA is designed for Mills students to earn a BA in psychology and an MA in infant mental health in five years. This specialized master's degree is unique to Mills College. The program integrates a carefully designed curriculum that combines undergraduate and graduate specialized course work and field placement with a broad background in the liberal arts and sciences. The undergraduate portion of the program requires students to complete the Mills College BA as psychology majors. The +1 MA year begins fall of the student's 5th year at Mills.</p>	<p>*There is currently one student in the 4+1 at the graduate level and 3 more who are fulfilling the BA courses to enter the 4+1 track. *• There is one student in the two year program and another student applying for the Spring.</p>

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Special Education MA, Education with Emphasis in Early Childhood Education with Early Childhood Special Education Credential (ECSE)	California Commission on Teacher Credentialing	2000: Early Childhood Special Education Specialist Credential, Level II 1999: Early Childhood Special Education Specialist Credential, Level I	English Language Amendment currently under review and revision.	*Level I requires earning a MA in Education with and Emphasis in Early Childhood Education that includes doing a graduate research project. Additionally, students are required to take all the credential courses in ECSE that include two semesters of student teaching; one in an early intervention program and the other in a special education preschool. The MA/Credential is a two year full time program. *Level II requires students having earned the Level I credential and must be working in the field of Early Childhood Special Education for two years before ending the credential.	Credentialing rate for past 3 years: Level I - Level II – 3 students/year.
Teachers for Tomorrow's Schools Multiple Subjects Single Subject: Mathematics Single Subject: Science Single Subject: Art Single Subject: Social Studies Single Subject: English Students have option to return part-time to complete four courses leading to the MA in Education after successful completion of credential program.	California Commission on Teacher Credentialing in the following areas: Multiple Subjects Single Subject: Mathematics Single Subject: Science Single Subject: Art Single Subject: Social Studies Single Subject: Foreign Language (French, Spanish) Single Subject: English	Summer 2008: Biennial Report Submitted to CTC. Acceptance and approval to come. Summer 2008: Response to Standards 19-21 submitted to CTC. Accepted and approved August, 2008. Summer 2008: Response to Standards 7A, 7B and 8B(d) submitted to CTC. Accepted and approved September, 2008.	None	Ongoing assessment and observations of student teachers by their supervisors and Cooperating Teachers. Final assessment: PACT, the Performance Assessment for California Teachers, of which Mills is a founding member of the Consortium, as headquartered at Stanford's School of Education. PACT is a rigorous, structured portfolio assignment that requires a minimum of a semester to prepare.	All students enrolled in program have completed all requirements for credential: 2003/04 Multiple Subjects - 29 All Single Subjects - 26 2004/2005 Multiple Subjects - 36 All Single Subjects - 22 2005/2006 Multiple Subjects - 24 All Single Subjects - 22 2006/2007 Multiple Subjects - 15 All Single Subjects - 28 Data pulled from Title 2 Federal reporting data for the above academic years.