



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

California State University, Bakersfield
Teacher Education Programs
Bakersfield, CA
March 2023

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission makes the following determination regarding the Teacher Education Programs at California State University, Bakersfield:

X	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	ACCREDIT WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a full term of seven years with the notations specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider's ability to meet one or more standards.
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

TERM

The accreditation term takes effect immediately and lasts through **December 31, 2029**, or until California State University, Bakersfield, ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report

being due December 31, 2024. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

RATIONALE

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met.

The program offers a variety of accessible preparation pathways oriented to the diverse needs of its vast service area. It prepares candidates to work effectively as professional educators who can adapt to different contexts and continue to grow professionally.

Faculty and administrators sustain and bolster the program's quality by investigating its effectiveness, identifying priorities for improvement, and taking action to address these goals in collaboration with stakeholders. Supported by strong institutional commitment and community ties, the program engages with partners to strengthen the P-20 education system throughout the region.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next Annual Report(s). *Conditions* are more significant problems that threaten to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Notation	Remedy and timeline
	No concerns or conditions	

SCOPE OF ACCREDITATION

This action for the Teacher Education Programs includes the following:

Degree or Certificate granted by the institution or organization	Credential granted by the California Commission on Teacher Credentialing
<i>Programs that lead to initial teaching credentials</i> (postbaccalaureate level, with students conditionally admitted for prerequisite courses and fully admitted for the credential program)	
Elementary Education/Multiple Subject Credential Pathways: <ul style="list-style-type: none"> • Traditional Preliminary • Intern • Black Educator Teacher Residency • Kern Rural Teacher Residency • Kern Urban Teacher Residency 	Multiple Subject Elementary Teaching Credential
Secondary Education/Single Subject Credential Pathways: <ul style="list-style-type: none"> • Traditional Preliminary • Intern • Kern High Teacher Residency • Teacher Residency for Rural Education 	Single Subject Secondary Teaching Credential: <ul style="list-style-type: none"> • Art • Business • English • French • Health • Industrial Technology • Mathematics • Music • Physical Education • Science • Social Science • Spanish
Special Education Credential Pathways: <ul style="list-style-type: none"> • Traditional Preliminary • Intern 	Education Specialist Credential: <ul style="list-style-type: none"> • Mild to Moderate Support Needs • Special Education: Extensive Support Needs
<i>Programs that lead to additional or advanced credentials</i>	
Master of Arts in Special Education	Education Specialist Credential:

	<ul style="list-style-type: none">• Special Education: Mild to Moderate Support Needs• Special Education: Extensive Support Needs
Added Authorization Programs	Authorizations: <ul style="list-style-type: none">• Bilingual Education• Early Childhood Special Education• Reading & Literacy
<i>Programs that lead to no specific credential</i>	
Master of Arts in Curriculum and Instruction	None

NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.