

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Hope International University  
April 2014**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Hope International University. The report of the team presents the findings based upon review of the institutional Site Visit documentation reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Multiple Subject	19	19		
Single Subject	19	19		
Preliminary Administrative Services	15	15		

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:** Hope International University

**Dates of Visit:** February 23-26, 2014

**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 judgments 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 decision of the team regarding the nine Common Standards is that Common Standards 1, 3, 5, 6, 7, 8 and 9 were **Met**. Common Standards 2 and 4 were **Met with Concerns**.

Program Standards

For the three credential programs reviewed, the team found that all program standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the finding that all Common Standards were met with the exception of two standards identified as Met with Concerns, 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:

<b>Initial/Teaching Credentials</b>	<b>Advanced/Service Credentials</b>
Multiple Subject	Administrative Services
Single Subject	Preliminary

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Hope International University be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Hope International University continues 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:**

**Chris Hopper**  
Humboldt State University

**Common Standards Cluster:**

**Cathy Buell**  
San Jose State University (Retired)

**Programs Cluster:**

**Gay Lynn Smith**  
University of Phoenix

**Staff to the Visit**

**Paula Jacobs**  
California Commission on Teacher Credentialing

## Documents Reviewed

University Catalog  
Common Standards Report  
Course Syllabi  
Candidate Files  
Student Teaching Handbooks  
Program Assessment Feedback  
Biennial Reports  
Exit Portfolios

CTC Biennial Report Feedback  
Field Experience Portfolios  
Schedule of Classes  
Advisement Documents  
Faculty Vitae  
College of Education Program Review  
TPA Assessment Guide  
TPA Data

### Interviews Conducted

	<b>Common Standards Cluster</b>	<b>Program Sampling Cluster</b>	<b>TOTAL</b>
Candidates	8	18	<b>26</b>
Completers	2	8	<b>10</b>
Employers	2	3	<b>5</b>
Institutional Administration	9	9	<b>18</b>
Program Coordinators	0	1	<b>1</b>
Faculty	29	11	<b>40</b>
TPA Coordinator	1	3	<b>4</b>
Advisors	0	0	<b>0</b>
Field Supervisors – Program	7	8	<b>15</b>
Field Supervisors - District	3	1	<b>4</b>
Credential Analysts and Staff	2	1	<b>3</b>
Advisory Board Members	3	0	<b>3</b>
<b>Totals</b>	<b>66</b>	<b>63</b>	<b>129</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Background information**

Hope International University is a private Christian University identified with non-denominational Christian Churches/Churches of Christ, and was founded on October 9, 1928 as Pacific Bible Seminary. The school purchased campus property in Long Beach in 1936, and construction started in 1940. In 1962, the school's name was changed to Pacific Christian College and achieved regional accreditation. When the Long Beach campus was no longer adequate to house the growth of the college, they relocated to Fullerton in 1973. Hope was first accredited by the Western Association of Schools and Colleges (WASC) in 1969 and became a member of the Council for Christian Colleges and Universities in 1993. In 1997, the expansion and changing nature of the college was acknowledged when the trustees voted to become Hope International University, with three schools: Pacific Christian College, The School of Professional Studies, and The School of Graduate Studies.

Hope's main campus is located in Orange County, in the city of Fullerton, California. Hope also has educational centers strategically located in Corona, California, Orange, California, and in Everett, Washington. In addition, online degree programs make it possible for individuals to take courses from anywhere in the world. The University underwent restructuring in 2011 and was organized into five colleges with deans appointed; College of Arts & Sciences, College of Business & Management, College of Education, Pacific Christian College of Ministry & Biblical Studies, and College of Psychology & Counseling. An agreement was also entered into with Dongseo University, a Christian Church University from Busan, Korea, to establish a cooperative relationship in which 100 students per year would study at Hope as part of a comprehensive study abroad program. University student demographic data reported in fall 2012 show

enrollment of 1362; 45% White, 16% Hispanic, 5% Asian, 7% African American , 1% Native Hawaiian or other Pacific Islander, 11 % two or more races, and 15% not specified or other, with 57 % female and 43% male.

Hope International University is governed by a Board of Trustees. Executive power is vested in the president, who leads and administers the University through his cabinet consisting of the provost and several vice presidents. The chief academic officer is the Provost, who, with the assistance of two vice provosts (undergraduate and graduate) and deans of four schools (Liberal Arts, Science, Economics and Business, and Education), oversees academic affairs, including the offices of Student Life and Enrollment.

In the fall of 2013, the University's graduate and online offices, and the Hope Counseling Center were relocated to new facilities in Anaheim, five miles south of the main campus, and approval was granted by WASC to offer online the University's teacher preparation program. The new 24,000 square foot facility, overlooking Angel Stadium, includes state of the art classrooms equipped with the latest learning technology. Fully furnished student lounges and study rooms come complete with onsite computers and wireless internet access. Hope maintains recruitment offices in Elk Grove, CA and at the University Center in Everett, WA, however no courses are taught onsite at these locations.

The University has made a significant investment in distance learning and now has more than 250 online courses. Hope has been approved to offer online programs in 42 states. All traditional undergraduate courses also have online course companions through eCollege. The university offers ten fully online degree programs at the associate, bachelors and master's level. Annually, Hope has an unduplicated headcount of approximately 1500 students, divided equally between delivery modes of traditional onsite programs, online programs, and hybrid programs. HIU stresses practical scholarship, servant leadership, and community service. It encourages students to view their vocations as a means through which they can make a positive difference in the world.

The cornerstone of the College of Education (CE, College) can be traced to 1981 with WASC approval for an undergraduate teacher preparation Bachelor's Degree program in Designated General Studies. In 1996, the University hired the newly retired superintendent of the Fullerton School District to develop a WASC-approved Master of Education degree program and to submit to the CTC documentation for a Preliminary Multiple Subjects Teaching Credential Program. Approval for the degree and credential programs was received in 1997 and Education became the fourth program in the School of Graduate Studies.

### **Education Unit**

The College of Education became an academic entity of the University on July 1, 2011 by merging three departments: the undergraduate Liberal Studies department (2003-2011), formerly the Designated General Studies department (1981-2003) within Pacific Christian College; the graduate Education Department within the School of Graduate and Professional Studies (2009-2011), formerly the School of Graduate Studies (1997-2009); and, the ESL Department, formerly the Institute for International Studies (1999-2011), within the Office for Student Affairs.

The College of Education offers an undergraduate Bachelor of Arts in Liberal Studies, a Teacher Preparation degree program with four concentrations; Early Childhood Education, Elementary Education, Secondary Education English, and Secondary Education Social Science. The College began offering the Liberal Studies program in an online format in spring 2013. At the graduate level, Master of Education degrees are offered with concentrations in Elementary Education, Gifted and Talented Education, Secondary Education, and Educational Administration. A Master of Education degree with a concentration in Personalized Learning for charter school teachers and home school parents was recently introduced in spring 2013.

The College employs four full-time faculty members who include the Dean, the Chair of the CE Graduate Studies Program, the Chair of the CE Undergraduate Liberal Studies program, and the Credential Analyst who has varying roles in the CE. In addition, the CE employs 20 adjunct instructors. The Dean of the College of Education is responsible for program administration of all educator preparation programs offered at Hope International University, adherence to State regulations, and faculty oversight. The Dean reports to the Vice President for Academic Affairs.

The College of Education at Hope International University (HIU, Hope) offers Master of Arts in Education: Preliminary Multiple Subject Credential (PMSC) and Preliminary Single Subject Credential (PSSC). As a private Christian university, with a credential program enrollment of 52 students, Hope offers courses on demand, provides one-to-one mentoring and nurturing in small classes, gives feedback in a timely-manner, and works collegially as faculty. In support of Hope’s mission, the College of Education exists to prepare highly effective Christian educators who, through servant leadership, are able to demonstrate faith integration within all aspects of learning

Table 1 below lists all Commission-approved programs, and the number of completers and candidates enrolled; CTC reviewed all programs.

**Table 1  
Program Review Status**

<b>Program Name</b>	<b>Number of program completers (2012-13)</b>	<b>Number of program completers (2013-14)</b>	<b>Current Candidates Enrolled (13-14)</b>	<b>Agency Reviewing Programs</b>
Preliminary Multiple Subject	4	4	22	CTC
Preliminary Single Subject	2	0	27	CTC
Preliminary Administrative Services	2	2	3	CTC

**The Visit**

The Accreditation Site Visit took place Sunday through Wednesday February 23-26, 2014, as is typical for Commission accreditation site visits. A team of three accreditation team members convened at noon Sunday February 23, 2014 for a team meeting prior to attending a Sunday afternoon reception, orientation, and interviews at the main campus of Hope International University in Fullerton. The team was greeted by Hope’s leadership including the University President, Vice President for Academic Affairs, and the Dean of the College of Education, as well as the Chair and faculty of the College of Education. Hope’s President provided a warm welcome and introduction to the history and evolution of Hope International University, followed

by a brief history on the College of Education provided by the Dean. Team members were then provided an opportunity to begin interviewing constituencies.

On Monday February 24, the team was provided an orientation to the Anaheim campus and the Chair of Graduate Studies provided a more detailed overview of the College of Education programs, faculty, staff, and program assessment.

The careful attention to detail in prior planning provided for a smooth visit and multiple opportunities for team members to gather information on the organization and implementation of programs. Team meetings were held during lunch Monday and Tuesday as well as each evening. Interviews and data collection continued through Tuesday afternoon with team members conferring with one another frequently. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held at the Anaheim campus at 10:00 a.m. on Wednesday February 26, 2012. There were no unusual circumstances affecting this visit.

# Common Standards

## Standard 1: Educational Leadership

## Standard 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 requirements.

Hope International University is a small private Christian university acknowledged by local school districts as being a leader in teacher preparation in the local region and a valuable, cooperative partner with P-12 schools. The credential programs are housed in the College of Education, one of the five academic colleges at Hope. The College of Education offers preliminary multiple subject, single subject, and administrative service credential programs. The programs are offered primarily in an online format. Some courses include face-to-face meetings in addition to the online delivery. The Hope teacher education programs include a consistent Christian theme to empower students through Christian higher education to serve Christ.

The Dean of the College of Education provides administrative leadership for the management of all CE programs. The Dean receives support from the Vice President for Academic Affairs and other university administrators to effectively implement the teaching and administrative credential preparation programs. This is evident in the strong commitment to online delivery of courses and an overall institutional focus on effective working relationships with K-12 schools. Much of the program authority is vested in the Chair of Education, Graduate Studies who works closely with faculty; the Credential Analyst manages and ensures effective placement of candidates in K-12 schools.

The leadership of the College of Education uses a shared collaborative decision-making process. The Teacher Education Program Advisory Committee (TEPAC) is integrally involved in providing advice and guidance in program development. The Chair of Education, Graduate Studies manages the program and regularly consults with faculty, supervisors, and schools in making program decisions. Interviews with faculty, instructional personnel, and stakeholders provided evidence that these groups are actively involved in the organization, coordination, and governance of programs.

The College of Education goals are aligned with the mission of Hope, “to empower students through Christian higher education to serve the Church and impact the world for Christ”. Furthermore, the Hope vision states, “We will be recognized for excellent, widely accessible programs that develop spiritually mature leaders with the professional skills necessary to succeed in their chosen careers.” This informs the preparation of teachers and administrators; interviews with faculty revealed that there is a strong communication protocol in place between the Dean, Chair, Credential Analyst, supervisors, and K-12 schools to support implementation of the vision. TEPAC is comprised of representatives from local school districts. TEPAC meeting

agendas and minutes indicate that these teachers and administrators enhance communication between the university and local school districts regarding best practices.

In the HIU undergraduate programs, an introduction to education course offers a pathway to potential candidates interested in the teaching profession. Undergraduate students can take 9 units (3 courses) of prerequisite coursework for a multiple or single subject credential. This provides an opportunity to recruit undergraduates into the credential program. The program has developed transfer agreements with local community colleges to recruit undergraduate students and provide the program with a qualified applicant pool of candidates. In accordance with the philosophy of the credential programs, the faculty includes part-time faculty who are K-12 educators and administrators. This group of faculty is complemented by experienced former teachers who serve as supervisors and adjunct faculty.

The credential recommendation process is managed by a full-time Credential Analyst who provides guidance and support for candidates. The College has a systematic procedure for tracking the progress of candidates; the College utilizes the campus Information Systems Department to track student academic progress. Administrative staff receive direct support for course scheduling from the Director of Faculty Support Services. The Credential Analyst attends trainings and conferences to stay current on all state requirements. Files that include all documentation related to state requirements and program requirements are maintained. The College of Education has a well-defined and systematic credential recommendation process.

## **Standard 2: Unit and Program Assessment and Evaluation**

## **Met with Concerns**

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.

Based on review of unit documents and interviews with unit leadership, it is evident that the unit currently is involved with ongoing assessment and improvement. In 2012-2013, the unit completed a comprehensive self-study as required every five years by the institution. From the data reviewed for that self-study, which included the College of Education Annual Assessment Report, CTC Biennial Report, and CalTPA Report, the unit developed recommendations to improve student learning and program performance. Some of the identified issues and proposed actions were specific to meeting College goals and some were specific to credential program concerns. For example, based on the TPA Data Report and CTC Standards, it was determined that more support was needed by students to complete the tasks of the TPA. The action taken was to redevelop the TPA Workshop to provide a more in-depth introduction and preparation for completing tasks 1 and 2. Additionally, twice as many TPA workshops are scheduled annually and offered asynchronously in addition to on campus. The unit addressed an issue raised in an earlier CTC Program Assessment Feedback regarding systematic TPA assessor recalibration. To ensure that candidates are fairly and consistently assessed in the TPA process, assessors are recalibrated using an approved CTC process. The Program Chair now keeps records of when assessors must complete recalibration, notifies them when recalibration is due, and provides them with information about recalibration options.

The current unit system includes various data review cycles that address both program data and candidate competency data. For example, to inform program, student retention rates are reviewed annually as are alumni follow-up surveys; exit reviews are ongoing and shared with faculty as needed. To ensure candidate competency and inform advice and assistance for students, review of mid-point and final field experience evaluations is ongoing as are review of scores from TPA assessment. RICA test scores are reviewed annually; the information is provided to the appropriate course instructors for consideration relative to course content and delivery, and data is used for the College of Education Annual Assessment Review and CTC-required Biennial Reports. Another example of data used to enhance preparation of candidates was a request for more emphasis on classroom management; the request emerged from a follow-up survey of teachers. The action taken was to develop an optional course that focused on a practical approach to classroom management, examining a variety of precepts that contribute to effective management.

Agendas and minutes of faculty meetings show that unit faculty, including adjuncts, participate in the process of candidate and program review. Faculty perception data regarding satisfaction with personal/professional effectiveness, leadership support, and curriculum are collected annually and reviewed by unit leadership. This may lead to procedural or curriculum change. The unit advisory committee, TEPAC, meets twice annually with unit leadership to discuss effectiveness of the credential preparation programs and to provide suggestions for program improvement.

### **Rationale**

The above examples suggest that the College of Education is committed to collecting and analyzing data and using the information to better inform their service to Hope candidates. However, the use of program standard data to inform these decisions is recent and the cycle is yet to be completed. The unit needs to systematically align their assessment questions and processes specifically with credential program standards and ensure that faculty participate in the review and analysis of data, and implement program, coursework, and fieldwork modifications in response to assessment findings.

### **Standard 3: Resources**

### **Standard 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 resource needs.

The credential programs at Hope are funded through allocations from the University to the College of Education. The President and Vice President for Academic Affairs distributes the funds to each college dean based upon full-time equivalency (FTE) and cost/benefit analyses completed by the Vice President for Business and Finance.

Hope allows for specific allocations that relate to the University's mission and priorities. The University allocates additional funding for strategic initiatives. The College of Education

received funding to support the development of online education programs. Interviews with the Chair and Dean of the College of Education and the Vice President for Academic Affairs consistently highlighted that resources are available to prepare candidates effectively to meet the state-adopted standards for educator preparation.

Stakeholder interviews consistently confirmed that sufficient resources are allocated for effective operation of each credential program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management.

Funds provide for personnel resources to support student success. For example, the Academic Coach provides advocacy services to support student progress in the program, the Credential Analyst assists in field experience placements and monitors completion of program requirements, the Subject Matter Mentors teach methods courses and support the Single Subject Credential Candidates during student teaching, and the TPA Coordinator provides a workshop to prepare candidates for the TPA.

The College of Education provides funds to support faculty development. Faculty may submit proposals to the Dean and funds will be allocated to support faculty to attend professional development activities including conferences. The Credential Analyst regularly attends the annual meeting of Credential Counselors and Analysts of California (CCAC). Adjunct faculty participate in professional development activities through their districts and the College of Education.

The Department of Learning Technology staff supports faculty in online course development. The courses are delivered through the Pearson eCollege platform. Support is available for recording lectures and developing learning experiences for candidates using the online format. A video studio room was recently developed at the Anaheim campus. There is technology support for faculty and candidates through the Department of Learning Technology with a Hope Online Help Desk. The Hugh and Hazel Darling Library on the Fullerton Campus provides a full spectrum of resources for credential candidates.

#### **Standard 4: Faculty and Instructional Personnel**

#### **Met with Concerns**

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.

Interviews with the Vice President for Academic Affairs and the Dean and Chair of the College of Education along with review of faculty vitae confirmed that full-time and adjunct faculty fully

meet the qualifications for the positions for which they are hired, and for the coursework that they are assigned to teach. Candidates and program completers consistently reported positive experiences with the university faculty, field-based, and clinical supervisors.

The College of Education reports four full-time faculty and 20 adjunct/part-time faculty. A review of faculty vitae and interviews with faculty and university administrators revealed that faculty are experienced and accomplished in their fields. The majority of faculty are adjunct/part time who are current or recent P-12 teachers and administrators, with extensive experience in local schools. This provides the program with up-to-date information of current P-12 practices. These faculty have Masters Degrees and based on a review of their vitae are recognized in their local school districts of employment as outstanding educators. Adjunct faculty provide a contemporary view of California academic standards, frameworks, and accountability systems that drive the K-12 curriculum. These faculty members attain advanced knowledge through participation in professional development inherent in their employment and involvement in public schools as well as through their involvement in innovative projects in collaboration with local schools.

Interviews with Hope administrators and documentary evidence indicate that faculty are evaluated each year, as prescribed by university policy. The Dean of the College of Education appoints a review committee of senior faculty of the College to evaluate faculty in the areas of teaching effectiveness, university and community service to ensure that they continue to meet the criteria for their position and deliver quality instruction in their courses. Faculty submit a Faculty Development Plan that is reviewed by senior faculty; this plan forms the basis for developing an ongoing plan for continuous improvement. Interviews with faculty and university administrators confirmed that candidates evaluate each course, and that this evaluation information is used in the periodic evaluation of faculty by the Dean.

Evidence from interviews and documentation indicates that faculty and staff are knowledgeable and skilled in teaching culturally and linguistically diverse learners. The faculty impart important knowledge of the influences of cultural diversity (including language, ethnic and gender diversity) upon learning in schools.

Interviews with staff in the Department of Learning Technology confirmed their commitment to offer faculty development in specific areas of technology to support faculty's effective teaching practices for online instruction. Documentation confirms that courses are offered using the Pearson eCollege platform to deliver content for online courses.

**Rationale:**

Hope's College of Education includes the goal to "recruit and retain a culturally diverse student population and faculty who reflect southern California's diversity". Reviewers did not find an articulated recruitment plan and specific outreach strategies to meet the goal of a faculty that is reflective of a diverse society.

**Standard 5: Admission****Standard Met**

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 population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Applicants are admitted to the PSSC (single subject), the PMSC (multiple subject) and the PASC (administrative services) programs on the basis of established admission criteria and procedures that use multiple measures. To be fully admitted to a program, all candidates submit official transcripts to verify a minimum GPA of 3.0, letters of reference speaking to the prospective candidate's potential for professional success, a Statement of Purpose (writing sample), as well as credential-specific Commission-adopted requirements including basic skills (CBEST or CSET: Writing Skills), subject matter competency, and for the PASC program, five years of successful teaching experience. Individuals with special circumstances, for example, low GPA, may be given provisional admission status and limited access to coursework until they demonstrate capability to meet requirement.

The HIU catalog provides prospective candidates with information about admission, program, and credential requirements. Once individuals inquire about a credential program, they are provided with a College application checklist and assigned an Academic Coach who monitors and helps facilitate the application process and then, after admission, supports the candidate throughout his or her tenure at HIU. "Sales Force" is the electronic tool used by Academic Coaches to track individuals from first inquiry to admission. This process was adopted to better serve prospective candidates, especially in the online environment. The process also offers Academic Coaches multiple opportunities to observe prospective candidates' communication skills.

Hope reaches out to the diverse population comprising their southern California area through high schools, churches, community events, and local community colleges, several of which now have established transfer agreements with HIU. Additionally, the institution runs radio spots and uses print media encouraging potential students to consider applying to HIU. Also, potential credential candidates are recruited from the HUI Liberal Studies undergraduate program.

**Standard 6: Advice and Assistance****Standard 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.

Based on interviews with faculty, administrators, and candidates, it was apparent that Hope employs personnel skilled at and dedicated to serving students and provides numerous opportunities for personalized advice and assistance. Prospective students and current candidates are welcome to meet with admissions and credential staff on a drop-in basis or by appointment,

both on-site and on-line; individuals available include the Dean, the Program Chair, the Credential Analyst, and an assigned Academic Coach who is available to candidates through their tenure at Hope. Academic coaches and the Credential Analyst confirmed that they often assist candidates with both professional and personal concerns affecting their success in the program.

Print and on-line materials including the *University Catalog*, *Education Handbook*, *Preliminary Credential Handbook*, and the *TPA Implementation Handbook* are made available to all candidates. New Student Orientation is offered two times a year and if a student is not able to attend an individual appointment may be scheduled. Candidates in the Preliminary Credential programs are oriented to all university and state program requirements (credential and TPA) in Intro to Practicum, one of the first courses taken in the credential program. The TPA Coordinator holds a TPA Workshop every other month, alternating between on-line synchronous format and in person. TPA resources are available in this TPA Workshop, a non-credit eCollege course module used to provide information and as the platform for submitting TPA documents.

Candidate performance is monitored by the Academic Coach, the Credential Analyst, the TPA Coordinator, and individual faculty and supervisors. Academic support is provided to all Hope students through *Smarthinking*, an on-line tutoring program. There are opportunities for remediation in support of student success, opportunities include Early Alert for academic issues, support by the Credential Analyst and Academic Coach for candidates having trouble passing CSET subject matter competency exams, or needing assistance with TPA production or student teaching. While every effort is made to help the candidate succeed, those who do not demonstrate high quality performance are counseled to consider other options.

Data show that there are a relatively low number of program completers to admitted candidates. A review of candidate files indicate that a number of individuals have delayed their progression through the courses such that they are taking up to 30 months, rather than 12, to complete the program. Life events like marriage, birth of a baby, financial needs, and a car accident account for some of the reasons for extending enrollment in the programs. Also, several candidates continue to struggle with the CSET exam. Assistance toward completion will continue to be offered as long as candidates express interest and demonstrate quality performance in courses and fieldwork.

Candidates receive communications from those tracking their progress, reminding them of dates, timelines, requirements, and upcoming workshops and events. The Credential Analyst assures that each candidate has successfully completed all CTC requirements prior to recommending the candidate for a credential.

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.

The unit, along with their P-12 partners, understands the importance of providing a sequence of field-based experiences. These field experiences are integrated into coursework to provide real-world experiences in schools and classrooms. Candidates' observations are within a diverse setting and guided by a Framework for Observation Guide. The PSSC Program includes field experiences in a developmental sequence. The intent of this sequence is to develop candidate understanding of educational ideas within the coursework, to assist students in learning and meeting the Teacher Performance Expectations (TPE), and to prepare candidates for the TPA.

The PASC candidates complete three, one-unit courses of field experience. While participating in field experience, candidates must demonstrate California Professional Standards for Educational Leaders (CPSEL) competencies. Through these field experiences, candidates practice essential skills necessary for a school administrator. A Showcase Portfolio is created with assignments completed during the field experiences.

The Credential Analyst, who also functions as the program coordinator, plays a key role in building collaboration between the university and school community partners in selection of school sites, effective clinical personnel, and site-based supervising personnel. The PSSC and the PMSC Student Teacher Handbooks state diversity criteria for placement (25%), and selection requirements of university supervisors and district-employed supervisors. School partners and district-employed supervisors felt Hope communicated expectations of field experience and student teaching, and expressed appreciation for Hope's commitment to collaboration and assistance.

Hope has relationships with 41 area school districts. Completers, field supervisors, and district-employed supervisors confirmed intentional placements of candidates in diverse settings. Subject-specific methodology courses are taken prior to student teaching placement. Student teaching seminars are taken concurrently with clinical practice; weekly reflections and a Field Experience Notebook serve as a demonstration of the candidates' growth in the TPE. In addition, feedback from university supervisors, district-employed supervisors and seminar instructors combined with and candidate reflections all contribute to candidate strategies to improve student learning.

## Standard 8: District-Employed Supervisors

Standard 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.

The Hope credential programs have established qualifying requirements for district employed supervisors and faculty supervisors which include the following: experience of 3 years for PSSC, and PMSC, 5 years for PASC, content licensure requirements, recommendation of principal, knowledge of state-adopted standards, and recognized outstanding teaching abilities. The Credential Analyst ensures each district supervisor meets all qualification prior to student teacher placement.

The Credential Analyst works with the district liaisons to verify qualifying criteria of district-employed supervisors for candidates during their student teaching assignment. In private schools, district-employed supervisors are required to submit a resume and verification of appropriate subject credentials prior to being selected.

The PSSC and the PMSC programs have student teaching handbooks that provide details on the scope of the program, the responsibilities and expectations of supervision, evaluations, and weekly feedback. Faculty Supervisors offer an orientation to the district-employed supervisor and the candidate prior to, or within the first week of student teaching placement. Candidates are required to show evidence of this training with the *Classroom Observation Report Form*. District Supervisors are reviewed at the end of each placement by the university supervisor using the *Master Teacher Observation Report Form*. These evaluations are reviewed by the Credential Analyst to determine future placements. All district-employed supervisors are issued a stipend for their service to the University.

## Standard 9: Assessment of Candidate Competence

Standard 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.

Data provided on site, interviews with faculty and comments from site supervisors, employers, and candidates themselves indicate that candidates have achieved the knowledge and skills needed to serve as effective educators and administrators. All program coursework and field experiences are grounded in the TPEs which are introduced, practiced and learned through repeated classroom activities, assignments, and field experiences. For Multiple and Single Subject programs, the CalTPA and the student teaching experience serve as key assessments. At the exit interview, candidates present an exit portfolio that includes a philosophy statement, examples of the candidate's work and students' work, and self-reflection of teaching performance and goal attainment by the candidate; the portfolio is rated on a four point scale.

CalTPA scores, portfolio, and “very good” mid-point and final student teacher evaluations indicate that candidates have attained the requisite skills and knowledge.

Candidates in the Preliminary Administrative Services Credential demonstrate professional knowledge and skills by successful completion of program coursework, formative and summative evaluation of directed administrative fieldwork, and completion of a Showcase Portfolio that includes one exemplar for each of the CPSEL elements. The Portfolio is scored using a rubric comprised of the following criteria: content, initiative, transfer, reflection, and proficiency; the ratings range from capstone (5) to Benchmark (1), with a 3 (Milestone) score minimum for completion. The Portfolio is discussed in a personalized exit interview with the program chair.

Upon exiting, all candidates utilize their developing analysis and reflection skills to evaluate courses, the program, supervisors, and district-employed supervisors.

Every district-employed supervisor and employer interviewed spoke glowingly of the candidates and completers of the Hope credential programs. They commended the program for supporting and preparing individuals with the skills, knowledge, and dispositions to be a successful beginning educator.

# **Program Standards**

## **Preliminary Multiple Subject Teaching Credential Program Preliminary Single Subject Teaching Credential Program**

### **Program Design**

Leadership for the Hope International University (HIU) credential programs consists of: the Dean of Education, Chair of Education Graduate Studies, who also serves as the TPA coordinator, and a Credential Analyst. Program decision making is shared among leadership, faculty, and Teacher Education Program Advisory Committee. Faculty meetings are conducted semi-annually with additional faculty meetings as needed. A review of faculty minutes and agendas indicate faculty participation in discussion of on-going program needs.

Student advisement consists of a Credential Analyst, an Academic Coach, faculty members, and University Faculty Supervisors. Candidates and completers interviewed reported their advisement from staff and faculty to be professional, timely, and personal. Current candidates and completers expressed appreciation for this personal communication and advisement as the primary reason for choosing HIU.

The PMSC and the PSSC programs enable students to earn a teaching credential for a career in California K-12 public schools. The program provides a background in theory, principles, materials, and teaching methodology for successful application in classroom settings. The emphasis also prepares candidates to teach English Learners.

Several modifications have been made to Hope PSSC and PMSC programs within the past two years based on their 2012 Biennial Report. The Methods of Language Arts and Reading Instruction course has been redeveloped for delivery in an online platform and to adequately prepare students for the RICA exam. The form for the Master Teacher evaluation of the Student Teaching Program was modified to better reflect typical scenarios related to Student Teaching placement. Based on candidate exit interviews, Hope incorporated an assignment into the curriculum which requires candidates to create a unit plan utilizing a Teacher's Manual as opposed to individual lesson plans.

Interviews with members of the TEPAC suggested formal and informal input into curriculum ideas and program design to meet the future needs of teacher educators. Reviewing the advisory board roster, the TEPAC consists of members with diverse experiences and perspectives with a Superintendent from a private Christian School and Charter School, a public school principal, a teacher's union representative, and a CEO representing the community.

### **Course of Study**

The PSSC and PMSC programs consist of 30 units. Coursework allows students to study academic content standards, to demonstrate their ability to design instructional strategies that meet all student learning needs, to establish classroom management procedures, and to observe

these practices through ongoing field experience and finally, to make application of culminating ideas in student teaching.

As stated in the University catalog, Hope International University's PMSC and PSSC programs are structured sequential programs with a spiraling curriculum organized in four phases and content areas: 1) Preparing to teach special populations 2) Historical and philosophical foundations, and using technology in the classroom; 3) Subject specific pedagogy in major content areas, 4) Student teaching.

Courses in Cultural Diversity; Language Acquisition and Methods and Special Populations give candidates an opportunity to explore the multiple forms of diversity in classrooms. Candidates listed class activities and field experiences that helped them understand students' diverse needs and how to develop academic language necessary for school success.

As evidenced in program documentation and confirmed through interviews with candidates, completers, faculty, and the Chair of Education, single subject content areas are separate methods courses where candidates focus on subject-specific pedagogy. Subject-specific mentors are also assigned to students during their student teaching experience as content expert resources.

HIU currently has 41 partnerships in Los Angeles, Orange, Riverside, and San Diego. Under the direction of the Credential Analyst, the university works with students and districts for placements that will meet the needs of the individual candidate.

The Teacher Education Handbook provides a sequence of corresponding field observations to coursework content and TPEs. Coursework assignments are developed to allow students to demonstrate their ability to design lessons and units, provide content-specific instruction through standards and develop assessments for all types of student learning. The program provides a variety of practical and theoretical constructs and models. The program has a developmental sequence of courses and field experience designed to meet the TPEs and prepare for the TPA. Faculty syllabi offer connections between theory and practical application by integrating the TPEs. Faculty minutes discuss best practices for integrating the TPEs into the curriculum and the assignments and the overview of the functions of the TPA.

The field experiences are aligned to topics, objectives, and assignments within the coursework as viewed in faculty syllabi. Field work is designed to engage candidates in diverse settings to provide observations around English Learners, students with special needs, and general and subject-specific methods. Candidates confirmed specific placements are required to include a minimum of 25% diverse populations to meet field experience observation assignments. Completers interviewed expressed a connection and appreciation of the developmental progression of teaching from field observations to their student teaching experience. Current student teachers and completers all expressed confidence in teaching all students, working with technology, and performing content knowledge and pedagogical teaching skills during their student teaching experience.

Prior to, or during the first week of clinical practice, student candidates, University Supervisors, and District-employed Supervisors pre-conference to review expectations, responsibilities, assignments and the Student Teaching Handbook. Evidence of this orientation is recorded on the *Classroom Observation Form: Week One*. A mid- and final student evaluation is completed by the university supervisor and the district supervisor. Files show a Master Teacher Evaluation is completed by the University Supervisor.

### **Candidate Competence**

Reviewing the program assessment documents, biennial report, preliminary findings and interviews with faculty, staff, candidates and completers, the team found a variety of assessments used for decision-making related to candidate competence prior to being recommended for a credential. Documents reviewed during the site visit list multiple measures of assessment, including CSET, CBEST, RICA, student teaching, and the CalTPA. The university assessments also include the CalTPA, student teaching mid-and final evaluations, a candidate portfolio which includes samples of candidate work throughout the program and an exit interview.

The Teaching Performance Expectations (TPEs) and fieldwork are integrated throughout coursework. Current candidates articulated an understanding between formative and summative assessments and a distinction between assessment and evaluation. The CalTPA submissions required candidates to submit Tasks 1 and 2 prior to student teaching, with Tasks 3 and 4 during student teaching. Some candidates struggled with the timeline submission of these tasks, but evidence of continuous TPA advisement was offered via emails and leaflets.

During student teaching, candidates receive a comprehensive formative (mid-review) and summative (final) evaluation from their university supervisor and district-employed supervisor. Candidates also receive eight formal lesson plan observations by the university supervisor with each placement. Candidates and completers elaborated on the helpfulness of these observations from university faculty and how feedback contributed to their continuous improvement.

After attending a TPA workshop, candidates are enrolled in an online eCollege course module which offers a portal for submission, of completed TPA tasks for grading and scoring. These scored tasks are returned to the candidate through the same portal within 15 days. Candidates who struggle with coursework or tasks in the CalTPA are offered formal remediation plans. Candidate files were reviewed and revealed individualized remediation plans developed by the TPA Coordinator.

The candidate portfolio is reviewed by the Chair of Education Graduate Studies who also conducts an exit interview. The Credential Analyst completes a Candidate Checklist that documents the candidates' progression towards a credential.

### ***Findings on Standards:***

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

## **Preliminary Administrative Services Credential Program**

### **Program Design**

The Administrative Services Credential Program is offered through an online format. The program is administered through Hope International University's Anaheim Education Center. ASC courses currently have a small class size. The recently developed program consisting of three current candidates and four completers is continuing to refine coursework and field experiences. Hope's program is a structured, sequential program with a curriculum organized in three categories. Candidates enroll in field experience courses and receive supervision from a K-12 administrative mentor and a university supervisor.

Hope's ASC program has established collaborative partnerships that contribute substantively to the quality and effectiveness of the design and candidate preparation for K-12 school administration. The ASC Program has a Teacher Education Program Advisory Committee (TEPAC) that consists of community members, school district administrators and teachers, and Hope faculty. As a small private Christian university, with a small number of core faculty, TEPAC meetings enable College of Education faculty and administrators to review key issues in the preparation of public and private school administrators. The program maintains a close, informal, working relationship with district and site administrators in school districts close to the University. The program utilizes local K-12 community professionals; all of the ASC program faculty are current or former K-12 administrators.

Interviews with program faculty, candidates, administrative mentors, and supervisors revealed that the candidates experience a program of study that integrates theory and practice. As described in the program summary statement, the program of study is based on the philosophy of "Servant Leadership in a Diverse Community" with a core set of courses in policy, finance and legal aspects of education. This was independently confirmed by a review of course syllabi and assignments as well as field-based activities and projects. The ASC program is a 9-course program of study with 3 field experiences.

### **Course of Study**

The program of study consists of three categories: Servant Leadership in a Diverse Community; Policy, Finance, and Legal Aspects of Education; and Field Experiences. In Category One: Servant Leadership in a Diverse Community the candidate is introduced to the concept of being a "visionary and effective administrator servant leader" in the world, the United States, and especially in California. The roles and responsibilities of administrators in California schools are introduced in this initial phase of the program in School and Community Relations in a Diverse Society and Educational Ethics: Spiritual & Philosophical Foundations. Candidates focus on competency areas such as organizational theory and practice, human relations, human and material resources, management, and strategies to achieve goals and objectives in K-12 schools. Candidates learn to apply knowledge of the governmental, legal, and organizational structures of education in California to developing administrative practice appropriate for California schools.

In category two, Policy, Finance, and Legal Aspects of Education are addressed in three courses. Financial Aspects of Education emphasizes understanding the revenue and appropriation components of a school district budget, as well as how state, federal and local revenues support instructional and school services. Candidates have an opportunity to analyze district and site-

level financial planning and administration practices. In Legal Aspects of Education candidates review and analyze legal issues, laws, cases, and executive orders related to students, faculty, school boards, and categorical programs. Issues relating to contract, tort, privacy, and employment/dismissal are presented for candidate review. Candidates expand their knowledge base by reading and discussing current literature and professional materials with colleagues. Candidates also engage in discussion of ideas, activities, and contemporary issues presented during each session. In Education Policy and Governance, candidates examine specific education code requirements and implications for school leadership. This course also examines the structure of schools in relation to local, state, and federal governance and the relationships, lines of communication, and oversight, relative to the school site administrator.

In category three, Field Experiences, course and field work assignments enable candidates to begin to practice all administrative assignments including the administration of programs for English Learners, children with disabilities, and those in gifted and talented programs. All ASC program candidates participate in coursework and fieldwork experiences that reinforce their knowledge and ability to be effective visionary school leaders and to meet California Professional Standards for Educational Leaders (CPSEL).

### **Assessment of Candidates**

Coursework and fieldwork experiences have been carefully sequenced to address the CPSELs and are integrated to provide support for the candidates' growth. Multiple assessment strategies are used to provide formative data to candidates and program faculty. Coursework is evaluated through exams, papers, journals, and participation in class discussions and activities. Assessments include comprehensive formative (midpoint) and summative (final) evaluations for administrative fieldwork assignments that are guided and supervised by the candidate's administrative mentor and university supervisor. Specific assignments are jointly planned by the administrative mentor and university supervisor to provide a broad range of contrasting administrative experiences. Completion of the ASC program is defined by each candidate's successful completion of all program requirements; completion of all course work, (with a minimum of a B average), satisfactory completion of the directed administrative field work and assignments, completion of a Showcase Portfolio (including one exemplar for each of the CPSELs) and a personalized exit interview with the Chair of the College of Education Graduate Studies.

### **Findings on Standards:**

After review of the program assessment documents and supporting materials, and the completion of interviews with candidates, completers, administrative mentors, and advisory board members, the team determined that all program standards for the Administrative Services Preliminary Credential are fully **Met**.