Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at California State University, Stanislaus

Division of Standards, Accreditation, and Workforce Investment
October 2026

Overview of this Report
This agenda report includes the findings of the accreditation visit conducted at **California State University, Stanislaus**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	**MET**
2) Candidate Recruitment and Support	**MET**
3) Course of Study, Fieldwork and Clinical Practice	**MET**
4) Continuous Improvement	**MET WITH CONCERNS**
5) Program Impact	**MET**

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	7	7	0	0
Preliminary Single Subject	7	6	1	0
Bilingual Authorization	5	5	0	0
Preliminary Education Specialist: Mild to Moderate Support Needs	7	7	0	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Education Specialist: Extensive Support Needs	7	7	0	0
PK-3 Early Childhood Education Specialist Instruction	9	9	0	0
Pupil Personnel Services: School Counseling and Child Welfare and Attendance	5	5	0	0
Preliminary Administrative Services Credential	9	9	0	0

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 Documentation and Evidence
- 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: **California State University, Stanislaus**

Dates of Visit: **October 5-8, 2026**

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
October 21, 2018	Accreditation

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team 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:

Preconditions
All general preconditions and preconditions for all credential programs are **met**.

Program Standards
All program standards for the Preliminary Multiple Subject and Single Subject Credential programs were **met, except for Program Standard 2, which was met with concerns.**

All program standards for the Bilingual Authorization program were **met**.

All program standards for the Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs program were **met**.

All program standards for the PK-3 Early Childhood Education Specialist Instruction program were **met**.

All program standards for the Pupil Personnel Services: School Counseling and Child Welfare and Attendance program were **met**.

All program standards for the Preliminary Administrative Services program were **met**.

Common Standards

Common Standards 1, 2, 3, and 5 were **met.** Common Standard 4 was **met with concerns.**

Overall Recommendation

Given the above findings on preconditions, program standards and common standards, the review team recommends an accreditation status of **Accreditation.**

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

- Preliminary Multiple Subject (with Intern)
- Preliminary Single Subject (with Intern)
- Bilingual Authorization
- PK-3 Early Childhood Education Specialist Instruction (with Intern)
- Preliminary Education Specialist: Mild to Moderate Support Needs (with Intern)
- Preliminary Education Specialist: Extensive Support Needs (with Intern)
- Preliminary Administrative Services (with Intern)
- Pupil Personnel Services: School Counseling and Child Welfare and Attendance

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, Stanislaus 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.
- California State University, Stanislaus be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results & Analysis
Accreditation Data Dashboard

Interviews Conducted

Constituencies	**TOTAL**
Candidates	91
Completers	35
Employers	66
Institutional Administration	7
Program Coordinators	7
Field Placement Coordinators	4
Faculty	53
Performance Assessment Coordinators	3
University Field Supervisors	39
Field Supervisors – District	28
Credential Analysts and Staff	12
Advisory Board Members	34
TOTAL	**379**

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The College of Education, Kinesiology, and Social Work is housed at California State University, Stanislaus (CSU Stanislaus). The university is located in the heart of the Central Valley in Turlock, California and serves six counties that cover a 1,500 square mile region. The university is designated as a Hispanic Serving Institution and serves on average 9,000 students each academic year. Established in 1957 as Stanislaus State College, CSU Stanislaus moved to its permanent 228-acre site in Turlock in 1965 and became part of the California State University system in 1985. The university now has an extension campus in Stockton. CSU Stanislaus has been ranked 4th in the nation for social mobility and 11th best college for affordability.

Education Unit

The College of Education, Kinesiology, and Social Work is organized into five academic departments: Teacher Education, Advanced Studies, Kinesiology and Public Health Promotion, Liberal Studies, and Social Work. The Departments of Teacher Education and Advanced Studies house the educator preparation programs. Teacher Education houses programs in Preliminary Multiple Subject and Single Subject (in 12 content areas), PK-3 Early Childhood Education, and Preliminary Educational Specialist (Mild to Moderate Support Needs and Extensive Support Needs). The Preliminary Multiple and Single Subject Credential programs offer an added Bilingual Authorization in seven languages: Arabic, Spanish, Portuguese, Khmer, Hmong, Punjabi, and Vietnamese. The Department of Teacher Education also offers a California Teachers of English Learners (CTEL) Program.

The Department of Advanced Studies houses the Preliminary Administrative Services Credential program and the Pupil Personnel Services: School Counseling with Child Welfare Attendance program. The Department of Liberal Studies serves as the main undergraduate feeder programs for the Preliminary Multiple Subject, PK-3 Early Childhood Education, and Preliminary Educational Specialist programs. The Department of Kinesiology and Public Health Promotion serves as one of the undergraduate feeder programs for the Preliminary Single Subject Credential program.

A total of 85 full-time and part-time faculty work within the educator preparation programs that serve on average 950 candidates in an academic year. In the most recent annual data submission (2023-2024), the institution awarded 395 credentials in administrative services, bilingual authorization, educational specialist (MMSN and ESN), multiple subject, pupil personnel services: child welfare and attendance, pupil personnel services: school counseling credentials, and single subject. The PK-3 Early Childhood Education program was recently approved in April 2025 and is in its first full year of operation. The institution hopes to award its first PK-3 Early Childhood Education Specialist Instruction credentials in the 2026-2027 academic year.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2025-26)	Number of Candidates Enrolled (2026-27)
Preliminary Multiple Subject	157	213
Preliminary Single Subject	88	166
Bilingual Authorization (Both MS/SS - not included above)	76	77
Education Specialist: Mild to Moderate Support Needs	18	42
Education Specialist: Extensive Support Needs	9	12
PK-3 Early Childhood Education	0	35
Pupil Personnel Services: School Counseling with Child Welfare Attendance	21	39
Preliminary Administrative Services	46	26

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple Subject and Single Subject with Intern

Coursework for the Preliminary Multiple and Single Subject programs is based on the Turlock and Stockton campuses, with the Turlock coursework delivered in person, online, or hybrid. The unit offers Multiple Subject and Single Subject programs via three pathways: traditional, intern, and a residency pathway with Ceres Unified and Modesto City Schools. More than 70% of candidates in the Multiple Subjects and Single Subjects programs are first generation college students with many following non-traditional paths. Candidates enter as either Liberal Studies or non-Liberal Studies candidates, with the difference being the number of pre- or co-requisite courses completed prior to entering the program via the CSU Stanislaus or another institution's bachelor's degree.

Pathways are offered via a hybrid delivery model. Most candidate supervision happens on site, with an online supervision delivery model used for distant placement locations. There is a total of 36 units for Multiple Subject (39 units with Bilingual Authorization) and a total of 34 units for Single Subject (37 units with Bilingual Authorization). Single-subject credentials areas include English Language Arts, Mathematics, History-Social Science, Science, Physical Education, Art, Music, World Languages, Theater, Health Sciences, Agriculture, and Business.

Program Standard 1: Program Design and Curriculum

Both the Multiple Subject and Single Subject programs are centered on meeting the academic and social-emotional assets and challenges of the wide Central Valley area that they serve. Unit leadership expressed that "we are here to serve all students–all means all. Our mission and vision are aligned with diversity and supporting candidates going into diverse backgrounds and schools." All employer constituency groups interviewed had deep praise for the preparation of the program's Multiple and Single Subject candidates–according to employers, applications from the program go "straight to the top of the pile."

Multiple Subject: Review of program documentation indicates that there are four different course sequences based on candidate status in the program. Liberal Studies pathway candidates enter with some pre- and co-requisite courses already completed and generally finish the program in two semesters. Semester 1 is focused on coursework and an integrated field experience of 70 hours. Non-Liberal Studies pathway candidates may need an additional semester as they must often take co-requisite courses. Residency candidates have a recommended list of courses that allow them to take courses and engage in clinical practice simultaneously. Intern candidates take one additional course to support their specific challenges as intern teachers.

Candidates engage in one semester of coursework and integrated field experience in four methods courses: Reading, Math, Science/Health, History/Social Science. These integrated hours take place at a school site or through video observation connected to course content. Interviews with program leadership indicate that there are some challenges with finding appropriate placement contexts in the first semester due to district-based requirements for background checks and fingerprinting; thus, methods instructors have worked to find ways to engage candidates in early fieldwork. For example, holding methods class onsite at a school, teaching focused lessons in an afterschool context, scheduling focused field trips for observation in classrooms, and viewing/reflecting on examples of video-taped instruction aligned with content-based instruction. In interviews, instructors expressed that they are working with the partner district around meeting the heightened security requirements for field-based work. The integrated fieldwork hours are divided as follows: Foundations (10 hours), Reading and Math Methods (15 hours each), Science and History/Social Science Methods (10 hours each), and Multilingual Methods (10 hours). Residency and intern candidates can complete these hours at their placement site.

During the clinical practice semester, candidates engage in a co-teaching model with a cooperating teacher for 480 hours. They also take a Classroom Management course concurrently. Multiple Subjects semester one coursework includes the methods courses listed above, educational foundations, multilingual education, foundations of special education, school health and safety, and educational technology. An additional 50 miscellaneous hours are completed through classroom observations and substitute teaching and require verification. The Multiple Subject program has a Fieldwork Tracking Document that clearly outlines the requirements for each phase of the program. Candidates receive formative feedback from formal observations in clinical practice using a range of formative and summative assessments.

Single Subject: Single Subject candidates can choose between a two or three semester model. In the two-semester model, coursework and fieldwork are concurrent over the academic year. The three-semester model allows for an extra semester to complete coursework before beginning clinical practice. Single Subject pre-requisite, co-requisite, and program coursework includes: Foundations of Secondary Education, Adolescent Human Development, Secondary Classroom Management, Teaching Literacy in the Content Areas, Multilingual Education in Secondary Schools, Equity/Diversity/Access, general Secondary Education methods, Introduction to Special Education, School Health and Safety, and Educational Technology.

There are a series of disciplinary-specific methods courses offered as part of the undergraduate Liberal Studies curriculum, and the Secondary Methods course series utilizes content-aligned Professional Learning groups to provide further disciplinary-specific work for candidates. Single Subject candidates complete 240 hours of clinical practice in the first or second semester, and 360 hours in the final semester, with a range of formative and summative assessments.

Finding on Multiple Subject Program Standard 1: Met

Finding on Single Subject Program Standard 1: Met

Program Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs)

Employer interviews indicated the preparedness of program credential candidates, with universally positive comments, such as: "Stan State grads come well qualified, their IDP documentation readily available, strong lesson planning, multiple instructional strategies, open to mentoring… they quickly become teacher leaders in our PLCs." In interviews of candidates and completers, both Multiple and Single Subject candidates expressed that they felt "very supported" around Teaching Performance Expectations (TPEs).

Multiple Subject: Evidence from coursework and clinical practice is used to assess candidates' TPE progress**.** Assessment includes two clinical practice formative assessments, a summative assessment, and passing scores on both parts of the CalTPA. There are designated signature assessments in each course that align with TPEs, as well as the clinical practice observation instruments. Program completer survey responses in the Accreditation Data System indicate that response averages about program effectiveness for preparing candidates in each of the TPE domains for 2020-2024 are in alignment with state averages in all areas. For 2020-2024, 87% of candidates rated the effectiveness of their teacher preparation program as effective or very effective "at developing the skills or tools you needed to become a teacher," on par with the state average for the same time period.

Single Subject: The Single Subject program also utilizes course-embedded signature assessments aligned to TPEs. Each of the 12 clinical practice observations provides assessment and feedback to candidates for each broad TPE domain. At the end of semester 1 of clinical practice, candidates receive feedback on a TPE-aligned transition document to help set goals for the second semester of clinical practice. At the end of clinical practice, candidates are also assessed with a subject-specific pedagogy document aligned with the subject-specific TPEs for their content area.

According to program leadership, the Single Subject program has been working for several years to strengthen how they introduce, provide practice opportunities, and assess the content-specific TPEs. Some Single Subjects candidates enter the program having completed a disciplinary-specific methods course as part of the Liberal Studies BA at CSU Stanislaus or another institution. However, the program does not have evidence of consistently tracking which of the candidates have taken these courses. The program plans to add this to their tracking documents and recognizes the need for stronger disciplinary-specific instruction within the program's course sequence.

Interviews with candidates and completers indicated general satisfaction with their preparation in regard to content-specific pedagogy, and many praised the Secondary Methods course's extensive use of disciplinary-specific Professional Learning groups and differentiated readings for their content areas. However, the program recognizes that the current disciplinary-specific instruction is still not entirely meeting the needs of candidates. Completer survey responses (2020-2024) around program effectiveness for preparing single subject candidates to "Enable students to acquire subject matter skills that contribute to future success in life, college, and career" are below the state average at 3.87 vs 4.21. Program leadership continues work

towards ensuring that all Single Subject candidates receive robust disciplinary-specific preparation with plans to create content-specific asynchronous instructional modules and to further educate university and site-based supervisors on effective means for practice and assessment of these subject-specific TPEs.

Finding on Multiple Subject Program Standard: Met

Finding on Single Subject Program Standard 2: Met with Concerns

Rationale for the Finding

Although the program has designed coursework to offer multiple opportunities for candidates to receive preparation in subject-specific pedagogy, there is insufficient evidence that the coursework is being consistently implemented and tracked for each Single Subject candidate to ensure adequate opportunities for all Single Subject candidates to learn and reflect on the teaching performance expectations as they relate to subject-specific pedagogy.

Program Standard 3: Clinical Practice

Multiple Subjects candidates have 70 coursework-integrated hours prior to beginning their clinical practice placement semester. The hours are distributed as follows: Foundations Courses (10), Reading Methods (15), Math Methods (15), Science Methods (10), History Methods (10), Multilingual Methods (10). Candidates complete 480 hours in the Clinical Practice semester via full-time co-teaching and are required to complete an additional 50 Miscellaneous hours with verification required. Miscellaneous hours can include extended student teaching, substitute teaching, and alternative hours. Residency and intern candidates complete the miscellaneous hours as part of their yearlong commitment. Single Subject candidates complete 240 hours of clinical practice in Semester 1 (three days per week) and 360 hours in Semester 2 (five days per week), including assuming full responsibility for three instructional periods.

The program has published criteria for school placements, program supervisors, and district-employed supervisors that clearly outline requirements in alignment with the standard. This information is also available via the Clinical Practice webpage. Training is provided for both university and site-based supervisors. However, in interviews, several site-based supervisors were unclear on processes for completion of the required 10 hours of training.

Completer surveys for 2020-2024 showed that 90% of Multiple Subject respondents and 88% of Single Subject respondents agreed or strongly agreed to the following statement: “My field experiences helped me integrate and apply the major ideas developed through program coursework.” This result was on par with the state average.

Finding on Multiple Subject Program Standard 3: Met

Finding on Single Subject Program Standard 3: Met

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress Towards Meeting Credential Requirements

Program faculty, university supervisors, and district-employed supervisors monitor and support candidates during their progress towards meeting credential requirements. The program has a high concentration of first generation college students and non-traditional students. In interviews, all constituents talked about the importance of their commitment to ensuring that these candidates complete the program and are able to return to their communities to teach.

All candidates receive feedback and support toward mastering the TPEs. In clinical practice, Multiple Subject candidates are assessed using a 5D+ Rubric for Instructional Growth and Teacher Evaluation that is aligned with the TPEs. This feedback allows candidates to understand "current reality, how can they improve, and implementation–how will that occur?" This rubric is used to help candidates set short-term goals for subsequent observations. In addition, the program has TPE-aligned formative and summative clinical practice instruments, a Program Standard 7 assessment rubric for TK-2 and 3-6. Candidates must also satisfactorily complete all program coursework and pass both cycles of the CalTPA.

Single Subject candidates' assessment includes TPE-aligned ratings for each of the 12 required formal observations, completion of program coursework, and passing scores on both parts of the CalTPA. In addition, candidates are evaluated by their university and site-based supervisors with a "Subject-Specific Pedagogy" Form aligned with content-area TPEs. A transition document is used between semester 1 and semester 2 clinical practice with a triad meeting between candidate, supervisor, and cooperating teacher to document progress, including areas of strength and areas for improvement, and set goals for the second semester.

University and site supervisors, as well as candidates, confirmed these processes of support in interviews. One Multiple Subject university-based supervisor explained: "We draw on Jim Knight's instructional approach–clarify and model using videos or direct modeling. This helps them examine the impact of instructional choices in the moment. When additional support is needed there is more specific or frequent coaching. We also use program improvement forms and processes." One candidate commented: "People respond quickly–everyone is very helpful and does their best to guide as well as possible. They care and you can feel it. The program is awesome in terms of support for students."

Both Multiple Subject and Single Subject programs have tracking sheets that cover coursework and a range of other requirements for credential recommendation. When candidates have completed coursework, clinical practice, and passed both cycles of the CalTPA, they submit an application to the Credential Services office to be recommended for their credential. The program provides a tracking sheet for all Multiple Subjects and Single Subjects requirements, which is reviewed along with internal data to ensure that expectations have been met in order for staff to process the credential recommendation.

Finding on Multiple Subject Program Standard 4: Met

Finding on Single Subject Program Standard 4: Met

Program Standard 5: Implementation of a Teaching Performance Assessment

The program implements CalTPA for both Multiple and Single Subject candidates with a coordinator who runs workshops and courses to support candidates, faculty, university supervisors, and cooperating teachers. There are clear policy statements regarding provisions for videotaping, and the program uses centralized scoring via Pearson. There is a clear published remediation policy. Support is similar for Multiple Subjects, Single Subjects, intern teachers, and residency candidates. The TPA Coordinator is also a lead assessor for the state and is able to stay aware of changes and modifications.

The TPA coordinator holds eight optional workshops each year for candidates: four for Cycle 1, and four for Cycle 2. These are live and synchronous Zoom meetings that are recorded. Preparation includes a deep dive into the TPA, including what is required and how to use resources. There is an annotated guidance to help candidates "unpack every question" and guidance around rubrics. The TPA coordinator indicated that a large percentage of candidates attend the workshops. In addition, there are weekly Q&A sessions. Emails are sent to candidates regularly reminding them of the various forms of support available. In addition, the TPA coordinator teaches a fee-based, online CalTPA preparation course via the Stanislaus State Office of Continuing and Professional Education for candidates that may still need additional support.

The TPA coordinator meets with faculty (site supervisors are also invited) at the beginning of each semester to share data on how candidates performed, with a focus on the lowest-scoring rubrics. Together, they brainstorm ideas from faculty to support candidates within coursework; faculty are responsive and open to modifying coursework accordingly.

Interviews with candidates and program completers showed that most felt very supported in completing the CalTPA if they had engaged in the workshops and Q&A sessions. However, some candidates and completers indicated that they were aware of the range of TPA support resources available but expressed that it felt "overwhelming" to attend the optional workshops. Many candidates recommended that the optional fee-based class be embedded in the program requirements without an additional fee.

Finding on Multiple Subject Program Standard 5: Met

Finding on Single Subject Program Standard 5: Met

Program Standard 6: Induction Individual Development Plan

Multiple and Single Subject programs have a published Individual Development Plan (IDP) that requires candidates, in collaboration with their university and site-based supervisors, to document strengths and challenges in each of the seven TPE domains. Multiple Subject candidates complete the IDP in a triad meeting with university and district-based supervisors using feedback from clinical formative and summative assessments. Single Subject candidates

complete the IDP as part of their spring Secondary Methods course, after their final university supervisor evaluation, in collaboration with their university supervisor and cooperating teacher. The document is reviewed with their cohort instructor at an end-of-semester meeting before credential recommendation. In an interview, a local district induction coordinator indicated that new hires from the program come prepared with their IDP and that program coordinators also sit on their district induction advisory committee.

Finding on Multiple Subject Program Standard 6: Met

Finding on Single Subject Program Standard 6: Met

Program Standard 7: Effective Literacy Instruction for All Students

Multiple Subject candidates cover most Program Standard 7 TPEs in Reading Methods or Reading Methods for Bilingual Authorization candidates with some TPEs also introduced, practiced, and assessed in methods courses. The course instructors collaborate to ensure that courses are aligned in their coverage of the Program Standard 7 domains. Instructors provide an integrated field experience during the course for candidates to observe and practice Program Standard 7 TPEs. Whenever possible, the Multiple Subject Reading courses are held either at a school site, in an afterschool context, or on field trips for observation. Candidates have opportunities to teach early fluency lessons and bring back student data for analysis. When necessary, candidates are able to use videos with debrief and structured reflection around specific elements of the Program Standard 7 TPEs.

Program Standard 7 is integrated into clinical practice via Standard 7 Clinical Practice Rubrics (TK-2 and 3-6). Supervisors use clinical practice pacing guides to ensure that "by week 10, all areas of standard 7 are practiced." In interviews, one candidate shared how they received extensive feedback on a lesson plan targeted at TPE 7.5 (Foundational Skills) from both their university and site-based supervisors. For Single Subject candidates, Program Standard 7 TPEs are mainly covered in Teaching Literacy in the Content Area or Reading and Writing in the Content Area, Bilingual. Interviews with faculty indicated that candidates are supported in developing their knowledge of disciplinary literacy by exploring how literacy is translated to different disciplines. Effective literacy instruction for all students is one of the areas of feedback on the Clinical Experience Observation form that supervisor use to observe candidates' classroom lessons.

Finding on Multiple Subject Program Standard 7: Met

Finding on Single Subject Program Standard 7: Met

Bilingual Authorization

The Bilingual Authorization (BILA) program is integrated with the multiple and single subject pathways for candidates in the traditional student teaching and internship pathways at the

Turlock campus. The total units required for Multiple Subject and Single Subject BILA candidates are 39 and 37, respectively. The program is completed in two or three semesters. The BILA program supports the following languages: Spanish, Portuguese, Arabic, Khmer, Hmong, Punjabi, and Vietnamese. The program is also offered to in-service teachers.

Program Standard 1: Program Design

The majority of BILA program candidates seek authorization in Spanish, with a minority representing the other languages listed above. The program's mission and vision is centered on leveraging the linguistic and cultural assets of the communities it serves in the Central Valley. The program's focus is to service the community and develop teachers to work in the area and who are fully prepared to "to meet the needs of English learners via support and development of the student's primary language and to foster English language development at high academic levels."

Coursework is designed to develop theoretical and practical understanding necessary to design and implement instruction that addresses the sociocultural, socioemotional, sociolinguistic, sociopolitical, and instructional needs of bilingual learners. All BILA candidates take Foundations of Bilingual Education. BILA Spanish candidates take Cultural Views on Bilingualism, which also fulfills the Spanish language requirement via coursework and a Foreign Language Institute assessment of competency. Other BILA candidates must pass the CSET examination in their target language prior to beginning the BILA program.

BILA candidates also substitute one literacy course: Reading Methods Bilingual to fulfill Multiple Subject literacy requirements, or Reading and Writing in Secondary Content Bilingual for Single subject literacy requirements. These courses cover required literacy-focused Program Standard 7 TPEs for multiple and single subject candidates. Clinical practice assessment instruments are centered on universal TPEs, but university and field-based supervisors who hold bilingual authorization provide ongoing feedback related to practice.

The program collaborates with local education agencies such as the Central Valley Dual Language Consortium. Interviews with school administrators confirmed the collaborative nature of the Dual Language Consortium work focused around shared "advocacy, support, and best practices" for instruction of bilingual students. In-service teachers that return to earn a bilingual authorization take all required BILA courses that align with their credential area.

Finding on Program Standard 1: Met

Program Standard 2: Preparing Candidates Toward Mastery of the *Bilingual Teaching Performance Expectations* (BTPEs)

The program supports candidate mastery of the Bilingual Teaching Performance Expectations (BTPEs) primarily via a sequence of required BILA coursework and the BILA Portfolio for single subject or non-Spanish BILA candidates. All BILA candidates take Foundations of Bilingual Education. This foundational course covers issues of Bilingual Educational Policy, Biliteracy and Language Development, Brain Research and Language Development, and Centering BIPOC

(Black, Indigenous, and People of Color) Students Through Anti-Racist Teaching. Multiple and single subject BILA candidates take a BILA-specific literacy course appropriate for elementary or secondary teachers. Course instructors collaborate with the non-BILA literacy instructors to incorporate Program Standard 7 literacy-focused TPEs, including foundational skills, meaning making, dual language literacy essentials, and translanguaging.

Spanish BILA candidates take a course on Cultural Views on Bilingualism that includes an incorporated assessment of Spanish competency using the Foreign Service Institute language assessment rubrics. Students must demonstrate Low Advanced or above proficiency in listening, speaking, reading, and writing.

Interviews with BILA multiple subject candidates confirmed that they receive feedback related to the BTPEs, not necessarily on the formal (universal) clinical practice evaluation instruments, but from their university-based supervisor. A recent BILA program completer expressed that they felt "totally prepared for BILA" in their first year of teaching, and employers confirmed the solid preparation from program completers hired in their schools.

Finding on Program Standard 2: Met

Program Standard 3: Field Experience

The BILA program demonstrates ongoing collaboration with the Central Valley Dual Language Consortium to help identify appropriate field experience placements for BILA candidates. Multiple subject Spanish BILA candidates complete their clinical practice in a dual language classroom context with mentors that hold bilingual authorization. Clinical practice hours and requirements align with the clinical practice program standard for the multiple subject credential. An interview with the field placement coordinator confirmed that the program is able to find these placements but that it sometimes "takes more time" and requires candidates to travel further from campus. This was confirmed by candidates, who also emphasized that they had a "great experience" in their BILA clinical practice placement.

Single subject BILA candidates and all non-Spanish BILA candidates who are not placed in bilingual or dual language immersion settings are required to complete a BTPE-aligned BILA Student Portfolio. The portfolio includes a clinical practice log of 20 required hours, and three authentic lesson plans written in the target language using a BILA lesson plan template. Single subject candidates must prepare lesson plans that address their content areas, while multiple subject candidates must prepare one literacy lesson, one math lesson, and one lesson in another subject. The portfolio must also include a verified letter of clinical practice and log of hours, an official letter of language proficiency (Language Assessment course or CSET passing score), and a structured reflection on working with emergent bilingual students.

Candidates who do not have a placement in a dual language context are provided with options for completion of the 20 hours of fieldwork, including collaboration with classroom teachers who hold bilingual authorization in the target language to teach or co-teach lessons, and focused conversations with certificated bilingual teachers about their own practice and

program challenges, including, but not limited to, a focus on dual language classroom management, language and literacy assessment, and content area learning assessment. The portfolio is submitted to the BILA Program Coordinator for verification of all requirements.

Finding on Program Standard 3: Met

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements

The program provides candidates with a BILA tracking sheet to document all BILA requirements, including completion of required coursework, language proficiency verification, and the BILA Portfolio for candidates not placed in a dual language setting for clinical practice. Candidates receive feedback on signature assessments aligned with BTPEs throughout the required BILA courses. In interviews, candidates noted how supported they felt, for example, by the instructor for the BILA Reading Methods course around the relationship between BTPEs and TPEs related to bilingual literacy development. Another BILA candidate commented that "every professor is quick to respond, the professors communicate with each other." Candidates in dual language clinical practice settings noted how their supervisor helped them to understand expectations and provided feedback on their primary language instruction. Because BILA candidates are fully integrated into the multiple and single subject credential pathways, they are supported in not only meeting BILA requirements but also larger program milestones.

Finding on Program Standard 4: Met

Program Standard 5: Assessment of Candidate Competence

BILA candidates are assessed on program requirements in alignment with the BTPEs via required BILA coursework and either a clinical practice placement in a dual language context or the satisfactory completion of the Bilingual Authorization Portfolio. Materials and a completed tracking document are submitted to both the Bilingual Coordinator and Credential Services for review and verification of all program requirements.

Verification of language proficiency for BILA Spanish candidates takes place as part of the Language Assessment course. Candidates are assessed on listening, speaking, reading and writing Spanish language skills using the Foreign Language Institute assessment of competency. Candidates must demonstrate a proficiency level at or above Advanced Low. Employers confirmed that the program completers they have hired bring "strong academic language" in Spanish. BILA candidates for languages other than Spanish must submit passing scores on the appropriate CSET World Languages examination that assesses speaking, reading, and writing in the target language.

Finding on Program Standard 5: Met

PK-3 Early Childhood Education Specialist Instruction with Intern

The PK–3 Early Childhood Education (ECE) Specialist Instruction Credential was added to the approved credential programs at CSU Stanislaus in Spring 2025. The program enrolled its first cohort of candidates in Spring 2026 and those candidates are currently in their second semester. At the time of the site visit, the program had no completers. Current enrollment includes 18 candidates in Cohort One and 17 candidates in Cohort Two. Although the program has an approved intern pathway, no candidates are currently enrolled in that option. To address funding limitations associated with launching a new program, the PK–3 ECE credential program is currently housed within Continuing and Professional Education (CAPE), a unit that university administrators described as an "incubator," providing the financial and administrative structure necessary to develop, launch, and grow new programs until ongoing state funding becomes available.

Because the program is new and currently in its second semester of implementation, program data, candidate performance data, and completer data are not yet available for review. The program has not progressed sufficiently in its implementation to generate meaningful data related to candidate outcomes, completion, or overall program effectiveness. As candidates advance through coursework and clinical practice and as the first cohort completes the program, these data will become available to inform ongoing program evaluation, continuous improvement, and assessment of candidate and program outcomes.

Program Standard 1: Program Design and Curriculum

The PK–3 Early Childhood Education (ECE) Specialist Instruction Credential program and curriculum are designed to ensure that candidates develop a strong foundation in the science of learning, teaching for social justice, special education, assessment, and developmentally appropriate pedagogical approaches for young learners in literacy, English language development, and Science, Technology, Engineering, and Mathematics (STEM). Play- and activity-based pedagogies are intentionally integrated throughout the coursework. The program places particular emphasis on early childhood pedagogy, child development, and the assessment of young children's academic, intellectual, social-emotional, and motor development. Across coursework and clinical experiences, candidates are prepared to provide nurturing, stimulating, and developmentally appropriate educational experiences for young learners. During interviews, candidates and faculty frequently identified play-based learning as a central component of the program's philosophy and instructional approach.

The program also provides a clear focus on the social-emotional development of young children, including the importance of supporting young learners in developing self-regulation skills. Building and sustaining positive relationships with children and families is emphasized throughout the program. Faculty and candidate interviews articulated a commitment to meeting the needs of diverse learners and families through an asset-based approach. Diversity is viewed as a strength and as a resource for teaching and learning. Candidates described this approach as "teaching to what they [students] know," emphasizing the knowledge,

experiences, language, culture, and strengths that children bring to the learning environment rather than focusing primarily on perceived deficits.

The cohort model is an identified strength of the program. Candidates reported strong rapport and collaboration with their peers and described meaningful connections with program faculty. The program coordinator maintains a highly engaged role in candidate support, including advising candidates and coordinating individual clinical placements. Faculty who teach in the PK–3 ECE program also hold responsibilities across other programs and academic units, including Child Development and the Multiple Subject and Single Subject credential programs. The varied expertise and perspectives of these faculty contribute to a rich interdisciplinary environment for the development of the PK–3 ECE program and preparation of the initial program proposal.

Finding on Program Standard 1: Met

Program Standard 2: Preparing Candidates Toward Mastery of the *PK-3 ECE Specialist Instruction Teaching Performance Expectations* (PK-3 ECE TPEs)

The eight PK–3 ECE TPEs are embedded and assessed throughout the program. Faculty interviews demonstrated a clear and comprehensive understanding of the TPEs, identifying where the TPEs are addressed within the curriculum and the multiple measures used to assess candidate progress toward mastery. Candidates identified key courses, such as the STEM and Literacy, as being significant to their understanding and application of the TPEs.

The TPEs are integrated throughout candidates' clinical practice experiences. University supervisors reference the TPEs during observations and use them to provide focused, specific feedback during post-observation conferences. Candidate progress is further reviewed during mid-placement meetings involving the candidate, university supervisor, and mentor teacher. At the conclusion of the clinical experience, the triad participates in a summative evaluation of candidate performance using a rubric aligned with program expectations and the TPEs.

Faculty reported that clear processes are in place to identify, document, and address concerns when a candidate is not demonstrating expected progress. Candidates develop growth plans to identify areas for continued development. Candidates receive feedback regarding demonstrated strengths as well as areas requiring further development, establishing goals for subsequent observations and clinical experiences. Reflective practice is emphasized throughout this process, with candidates encouraged to analyze their own performance and identify both strengths and areas for continued growth during post-observation conferences.

Finding on Program Standard 2: Met

Program Standard 3: Clinical Practice: Opportunities to Learn and to Practice

The PK-3 ECE program allows for multiple pathways for clinical practice based on candidates' previous experiences teaching in an early childhood setting. These pathways are outlined in detail in the program handbook and reflect accepted Commission guidance regarding prior experience. Candidates complete 70 hours of field experiences during their coursework with an additional 50 hours verified through student teaching, substitute teaching, or undergraduate work as a CSU Stanislaus Liberal Studies major. Clinical placement for candidates without approved experience consists of two different placements (one in PK-TK and one in K-3 with eight weeks in each placement). Placement support is provided by the program coordinator. Candidates who are granted equivalency for the PK/TK placement may still choose to complete an eight-week clinical practice experience in PK or TK (in addition to the missing level, K-3). The program coordinator reported that many candidates with PK or TK experience still choose to complete both clinical placement experiences for the opportunity to be able to work with a mentor teacher and university supervisor. While an intern pathway is available, at this time, no candidates are enrolled as intern teachers.

While the program culminates in two different clinical placement experiences for most candidates, hands-on field experiences are embedded throughout coursework. In the STEM class, candidates work with a local afterschool program to collaboratively plan and deliver hands-on activities with students in afterschool care. Through this experience, the candidates are able to co-plan with peers in their class, co-teach in the afterschool setting, and debrief in the university classroom about areas for growth. Candidates spoke highly about this unique opportunity and appreciated the collaborative aspect of the experience.

Finding on Program Standard 3: Met

Program Standard 4: Equity, Inclusion and Diversity

Evidence from document review and interviews with candidates and faculty indicated an emphasis on preparing candidates to work effectively with diverse student populations. In interviews, candidates articulated specific experiences working with students from a variety of backgrounds and with differing learning needs. Candidates described experiences supporting students with Individualized Education Programs (IEPs), implementing appropriate accommodations and modifications, and participating in processes for documenting and referring students who may require additional assessment or special education services. Preparation for meaningful family engagement across diverse populations is also emphasized throughout both program coursework and clinical practice documents.

The program's Five-Dimensional Rubric for Teaching is incorporated into the formal observation process and requires candidates to demonstrate practices directly related to equity, diversity, and inclusion. These practices include capitalizing on student strengths and assets, differentiating instruction, providing appropriate scaffolds, ensuring that instructional

resources are accessible to all learners, and creating learning environments that support student identity, divergent thinking, and respect for cultural and individual differences.

Finding on Program Standard 4: Met

Program Standard 5: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Candidates in the PK–3 ECE program are monitored and assessed throughout coursework and clinical practice to ensure progress toward meeting program and credential requirements. Course instructors utilize multiple measures of candidate performance, including lesson plan development, case studies, oral presentations, simulated teaching demonstrations, and other performance-based assessments. These assessments provide opportunities for candidates to demonstrate their developing knowledge and skills and to receive formative feedback from faculty throughout the program. Methods courses require candidates to develop lesson plans aligned with applicable California state standards and relevant national standards for PK–3 education.

Candidate progress is also monitored throughout clinical practice and completion of the required California Teaching Performance Assessment (CalTPA). All candidates are provided opportunities for extensive support from the TPA coordinator and/or faculty with expertise in the performance assessment. Program faculty, university supervisors, and mentor teachers monitor candidate professional dispositions and performance throughout the program. At the end of each semester, the program coordinator conducts a review of credential candidates that includes academic performance, current GPA, professional dispositions, and professional conduct demonstrated in coursework and clinical practice. When concerns are identified, candidates receive feedback and appropriate support to address areas requiring improvement.

Finding on Program Standard 5: Met

Program Standard 6: Implementation of a Teaching Performance Assessment

Review of the program handbook and interviews with the program coordinator and CalTPA coordinator confirmed that all PK-3 ECE credential candidates are required to successfully complete the CalTPA for ECE. Information regarding the CalTPA is provided to candidates during orientation and throughout the program via email reminders, workshops, and online resources. Candidates are supported collaboratively by the CalTPA coordinator, faculty members, and peers. The CalTPA coordinator is also a lead assessor for the state and supports candidates by providing workshops for the math and literacy cycles and synchronous virtual meetings on deep dives into the TPA. The TPA coordinator indicated that faculty can send questions to the TPA coordinator prior to these meetings to help support candidates based on their observations of

how candidates are performing on class activities and assignments. An option exists for candidates to enroll in a 1-credit course for additional support if desired.

Finding on Program Standard 6: Met

Program Standard 7: Effective Literacy Instruction in PK-3 Settings

As a newly implemented program, the PK–3 ECE program was designed to address the program standards for effective literacy instruction in early childhood and PK–3 settings. Review of program coursework and assignments provided evidence that literacy standards are intentionally and systematically integrated throughout the curriculum and reinforced through fieldwork and clinical practice. Candidates are provided multiple opportunities to develop, apply, and demonstrate the knowledge and skills necessary to provide effective, developmentally appropriate, and evidence-based literacy instruction to young learners.

Evidence across the coursework and in interviews with candidates and faculty confirmed comprehensive attention to the essential components of early literacy development and instruction. The California Dyslexia Guidelines are embedded within the coursework, providing candidates with knowledge of dyslexia and other reading difficulties, including the importance of early identification and evidence-based instructional response. The literacy development of multilingual and English learners is also intentionally addressed across the curriculum. Candidates learn to recognize and build upon the linguistic, cultural, and experiential assets children bring to the classroom. Review of documentation indicates that coursework addresses the relationship between oral language development, English language development, and literacy acquisition and prepares candidates to provide appropriate scaffolds and differentiated instruction while maintaining access to rigorous and meaningful literacy learning. Candidates are encouraged to view multilingualism as an asset and to incorporate culturally and linguistically responsive practices into literacy instruction.

During interviews, candidates spoke positively about their preparation in literacy instruction and specifically identified the value of the Literacy Education for Early Learners course and its associated fieldwork experiences. Candidates reported that the instructor regularly solicited feedback regarding their learning experiences and adjusted assignments when appropriate to ensure candidates had meaningful opportunities to develop and apply the knowledge and skills addressed in the course. Candidates particularly valued opportunities to connect literacy coursework with direct experiences working with young learners.

Finding on Program Standard 7: Met

Program Standard 8: Effective Mathematics Instruction in PK-3 Settings

As a newly implemented program, the PK–3 ECE program was designed to address the program standards for effective mathematics instruction in early childhood and PK–3 settings. Review of

program coursework and assignments provided evidence that mathematics content, pedagogy, assessment, and instructional practices are integrated across the curriculum and reinforced through fieldwork and clinical practice. Candidates are provided opportunities to develop, apply, and demonstrate the knowledge and skills necessary to provide developmentally appropriate, engaging, and effective mathematics instruction for young learners.

A primary component of candidates' mathematics preparation is ECEC 4104: STEM Education for Early Learners, a four-unit course designed to address mathematics and STEM content and pedagogy for young children. The course includes 15 hours of supervised fieldwork directly connected to course assignments and provides candidates with opportunities to plan, implement, assess, and reflect upon mathematics and STEM learning experiences with young children. The intentional connection between coursework and field-based experiences allows candidates to apply mathematical content and pedagogical knowledge in authentic educational settings. Through the supervised fieldwork embedded in the course, candidates collaboratively plan and implement hands-on learning experiences in a local afterschool program. Candidates co-plan with peers, engage directly with young learners, and subsequently reflect upon and debrief their instructional experiences. In interviews, candidates identified these opportunities to connect coursework with practice, collaborate with peers, and receive feedback as particularly valuable components of their preparation.

Finding on Program Standard 8: Met

Program Standard 9: Induction Individual Development Plan

The Individual Development Plan (IDP) is completed at the end of student teaching. This document is drafted at the end of student teaching after the candidate has satisfactorily completed all clinical hours, program coursework, clinical observations, and formative and summative assessments. During the final triad meeting, the teacher candidate, cooperating teacher, and university supervisor collaborate to discuss strengths and needs regarding each of the TPEs. Teacher candidates provide this document to the induction program upon hire as a Teacher-of-Record. This IDP will inform the development of the teacher candidate to the hiring induction program and help guide the new teacher's induction experience. This document cannot be transmitted by the preliminary teacher preparation program to the induction program; it is the candidate's responsibility to ensure that the induction program receives this document.

Finding on Program Standard 9: Met

Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs (with Intern)

The Education Specialist Credential Program (ESCP) at CSU Stanislaus prepares candidates to earn Preliminary Education Specialist Credentials in Mild to Moderate Support Needs (MMSN)

or Extensive Support Needs (ESN), serving public schools in California's central San Joaquin Valley, including Stanislaus, Merced, San Joaquin, Mariposa, and Tuolumne counties. Candidates may complete a traditional, intern, or residency pathway, with concurrent options combining the ESCP with a Multiple Subject or Single Subject credential. The program is offered online through the Turlock campus and the Turlock Campus/Ceres Unified School District, while clinical practice occurs in school-based settings. The standalone ESCP requires 44 units, designed as a three-semester program, and concurrent pathways span four semesters with 62 units. The intern pathway may extend to approximately two years.

Program Standard 1: Program Design and Curriculum

The ESCP is housed in the Department of Teacher Education and includes coordinated responsibilities among the program coordinator, department chair, intern coordinator, faculty, field services coordinator, credential analysts, university supervisors, and cooperating teachers (CT). The ESCP program coordinator's responsibilities include advising, progress monitoring, clinical-practice coordination, supervisor support, Teaching Performance Assessment (TPA) preparation, and program oversight. The department chair also serves as the intern coordinator for teaching credential candidates, including candidates pursuing MMSN and ESN authorizations. The ESCP offers several entry and completion routes: the traditional student teaching pathway, concurrent MMSN/ESN pathways with Multiple or Single Subject, internship, and residency. Across these routes, candidates complete the coursework and clinical-practice requirements associated with the MMSN or ESN authorization area.

The program design includes courses in human development, special education foundations, literacy, multi-lingual education, instructional design, behavior analysis, mathematics, consultation and collaboration, assessment, Universal Design for Learning (UDL), autism spectrum disorder (ASD), clinical practices, and the Education Specialist CalTPA. The program's clinical and fieldwork design exposes candidates to a range of service-delivery settings, including general education classrooms, resource rooms, and special day classes, and provides opportunities to collaborate with general education teachers, paraprofessionals, and other professionals. The program also provides authorization-specific preparation. MMSN candidates complete one teaching method course for MMSN and MMSN Clinical Practice I and II, while ESN candidates complete one teaching method course for ESN and ESN Clinical Practice I and II. Interview evidence supports the perceived coherence and relevance of the program design. Course syllabi, the course matrix, advising materials, and clinical-practice documents provide additional evidence of how these design features are implemented across the MMSN and ESN authorization areas.

Candidates and completers described the coursework and fieldwork as logically sequenced, reporting that completing behavior analysis, authorization-specific methods, and literacy coursework early in the program provided a foundation in research-based practices that candidates could observe during early field work and later apply during clinical practice. District employers and cooperating teachers reported that program candidates demonstrated strong content knowledge and a commitment to serving the economically and culturally diverse communities in the region, including students and families from high-poverty backgrounds. Cooperating teachers further described candidates' application of coursework in behavior

management, IEP development and implementation, troubleshooting, collaboration, and the adaptation of literacy instruction to meet individual student needs. Candidates and completers also reported that the program prepares them to work effectively with multilingual students and families through culturally responsive pedagogy integrated throughout the program.

Program faculty, university supervisors, cooperating teachers, and district partners work closely together and provide one another with ongoing feedback to support candidate learning and program improvement. The faculty defined the ESCP as a "relationship-driven, community-based program." The candidates' performance and outcome data are regularly shared among program constituencies to reflect on the program's effectiveness and identify areas for improvement. Examples of programmatic changes based on this continuous improvement process include splitting one TPA prep course into two courses and moving the collaboration and consultation course earlier in the program, before clinical practice, to better support candidates. Candidates and completers expressed appreciation for program coordinator and faculty responsiveness, accessibility, and attention to their learning and progress throughout the program.

The advisory board currently consists primarily of university employees. However, the ESCP coordinator regularly reaches out to members of the broader community to obtain feedback regarding program effectiveness.

Finding on Program Standard 1: Met

Program Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs)

Documentation such as course syllabi, signature assignments, formal clinical practice observation assessments, formative assessments, summative assessments, and interviews with the program coordinator, faculty, university supervisors, district employers, and cooperating teachers provide evidence that candidates have multiple opportunities to learn, apply, and reflect on the Teaching Performance Expectations (TPEs). Universal TPEs and authorization-specific Education Specialist TPEs are introduced, practiced, and assessed throughout the coursework and clinical practice, with signature assignments tailored to candidates' authorization areas and aligned with the applicable TPEs.

Across Clinical Practice I and II, candidates complete six formal observations. Clinical Practice I includes three formal observations and a formative assessment, while Clinical Practice II includes three observations and a summative assessment. The observations address different TPE components and candidates demonstrate the applicable TPEs across both clinical experiences. Following each formal observation, candidates participate in a post-observation conference and receive feedback from university supervisors and cooperating teachers. Candidates reported that feedback helped identify areas for improvement and supported their professional growth. Cooperating teachers reported candidates' growth in confidence, initiative, responsibility, collaboration, behavior management, IEP development and implementation, troubleshooting, and instructional decision-making. University supervisors

reported that the sequence of observations and assessments supports "funneling down" the broad range of TPE expectations into the essential knowledge, skills, and abilities expected of beginning Education Specialist teachers. Observation records, assessment instruments, candidate work, and feedback documentation provide additional evidence of how TPE performance is assessed across the MMSN and ESN authorization areas.

Finding on Program Standard 2: Met

Program Standard 3: Clinical Practice

Candidates complete 200 hours of embedded field experience across coursework in special education foundations, literacy, authorization-specific methods, behavior analysis, consultation and collaboration, autism spectrum disorder, mathematics, assessment, and UDL. Candidates then complete 480 hours of supervised clinical practice through two 240-hour placements: MMSN Clinical Practice I and II in either MMSN or ESN. Each eight-week clinical practice course is supervised by a cooperating teacher and a university supervisor for student teaching and residency candidates and by a university supervisor for intern teachers. In total, candidates complete 680 hours of fieldwork and supervised clinical practice. The Field Services staff assigns traditional clinical-practice placements within the university's service region and matches candidates with qualified cooperating teachers, while intern, concurrent, and residency candidates follow pathway-specific placement arrangements.

The traditional student teaching and intern pathways require candidates to complete Clinical Practice I and II within one semester. However, because almost all traditional student teaching candidates work as paraprofessionals, the program often refers to this cohort as the "para pathway," in which candidates complete Clinical Practice I and II over one year. Residency candidates also complete Clinical Practice I and II over two semesters. Candidates in the intern pathway need to complete Clinical Practice I and II in one semester. Interns serve as teachers-of-record, receive university supervision, and are assigned a district mentor or intern support provider. Intern teachers must also complete the required intern seminar and additional support hours provided jointly by the university and employing district. Evidence from interviews with completers and the intern coordinator indicated that interns may extend their program to complete their CalTPA cycles.

The documents and interviews with the program coordinator, faculty, university supervisors, and cooperating teachers provide evidence of preparation and support for clinical-practice supervisors. University supervisor training addresses revised clinical-practice documents, formal observation expectations, formative and summative assessments, triad meetings, candidate dispositions, reflection and action plans, and the Induction Development Plan (IDP) and Education Specialist CalTPA updates.

All university supervisors and interviewed CT reported to be qualified to supervise candidates. CT's teaching credentials correspond to candidates' MMSN or ESN authorization areas, and CTs

have substantial teaching and fieldwork experience. Many of the experienced university supervisors hold additional credentials such as Multiple Subjects, Single Subject, administrative credentials, or Board Certified Behavior Analyst (BCBA), enabling them to support candidates across varied educational settings and collaborate with different school professionals. The interviewed Education Specialists CTs reported more than 10 years of experience teaching students with disabilities and expressed a commitment to mentoring candidates and contributing to the communities they serve. CTs also completed 10 hours of professional development training provided by their school districts and tracked by the program.

For the residency and para pathways, CT and candidate placements are screened and matched by district personnel in collaboration with program faculty. CTs and university supervisors jointly observe candidates through video recordings, provide feedback, communicate frequently, and support candidates across Clinical Practice I and II. CTs reported observing candidates in general education classrooms, resource rooms, and special day classes. Some candidates, however, expressed concerns about the clarity and consistency of the clinical-practice observation process. The six formal observations and additional post-observation conferences provide evidence of ongoing supervision.

The program recently updated its formal observation forms to incorporate the literacy TPEs. University supervisors reported that they are still adjusting to the revised forms and observation procedures, although they found the assessment forms to be effective and functional.

Finding on Program Standard 3: Met

Program Standard 4: Monitoring, Supporting, and Assessing Candidate Progress Towards Meeting Credential Requirements

During admission and program entry, Credential Services staff review application requirements and provide an application receipt identifying missing requirements. Staff complete a tracking form documenting requirements completed for admission. The ESCP coordinator interviews applicants, in which they are informed of any outstanding requirements, including the Subject Matter Competency (SMC) requirement. During mandatory new candidate orientation, candidates receive information about program requirements, timelines, clinical practice, and the conditions for advancing in the program. Candidates must meet the SMC requirement, complete required prerequisite coursework, maintain a minimum 3.0 GPA, with no more than one C grade before beginning clinical practice. Following orientation, candidates meet with the ESCP program coordinator for individualized advising. The ESCP coordinator provides an Advising Form that identifies remaining requirements, the planned course sequence, clinical-practice eligibility requirements, and the candidate's assigned faculty advisor.

Although candidates are assigned a faculty advisor, interviews with candidates and completers indicate that they often contact the program coordinator whenever additional support or

advising is needed. Candidates shared that the process of determining which pathway to pursue was not always clear and was often "confusing." However, once their pathway was established, the subsequent coursework and program sequence was clear. The ESCP coordinator shared that about half of the candidates change their pathway during the program based on individual career opportunities, making their pathways fluid. When asked why intern candidates often take longer to complete the program than candidates in other pathways, both the intern coordinator and the ESCP coordinator identified meeting intern eligibility requirements as one of the main reasons.

When concerns arise regarding communication, attendance, academic performance, or progress, faculty first communicate with the candidate and may consult the program coordinator. If the concern is not resolved, the faculty member or university supervisor completes a Student Concern Form and the program coordinator schedules a meeting with the candidate. The program provides additional support when appropriate.

Candidates must submit a separate Clinical Practice Placement Application through the Office of Field Services one semester before beginning clinical practice. Field Services reviews clearance requirements and notifies candidates of missing items. Submission of the placement application does not itself guarantee eligibility for clinical practice. Once candidates meet the requirements, Field Services and the ESCP coordinator coordinate the clinical practice placement and supervisor assignment. Candidates complete a clinical practice orientation after they have been approved for clinical practice.

At the beginning of clinical practice, candidates complete an Initial Teacher Dispositions Survey and review it with the university supervisor, in which they identify dispositions and professional behaviors they wish to develop. During clinical practice, university supervisors and cooperating teachers (CT) monitor candidates' progress through formal observations, formative assessments, summative assessments, post-observation conferences, candidate reflections, growth plans, and the IDP. Interviews from candidates and completers show that feedback from supervisors was constructive and helped them identify areas for improvement. CTs reported that their feedback was consistent with that of the university supervisors. One CT expressed surprise at how closely their feedback aligned, commenting that it was "as if they had read my mind." At the conclusion of clinical practice, candidates revisit the initial disposition ratings, identify areas of growth, and establish continuing professional-development goals in the IDP.

Finding on Program Standard 4: Met

Program Standard 5: Implementation of a Teaching Performance Assessment

The ESCP uses the Education Specialist CalTPA with centralized Pearson scoring, and the ESCP coordinator also serves as the program's TPA Coordinator. The program offers dedicated one-unit preparation courses for the math and literacy cycles. Candidates typically complete one TPA preparation course during each clinical practice semester. When necessary, both courses may be taken during the same semester because each is offered for approximately half a

semester. Beginning in Spring 2026, the program replaced its former two-unit preparation course with separate math and literacy courses after reviewing candidate performance and determining that the revised structure would provide greater focus and flexibility. The ESCP coordinator communicates TPA updates through monthly program and coordinator meetings, supervisor training, and mentor support. The reported MMSN pass rate was below the state average rate, which should be interpreted cautiously because of the small cohort. When candidates do not pass a TPA cycle, they are required to retake the applicable preparation course to receive additional support and prepare for resubmission.

Finding on Program Standard 5: Met

Program Standard 6: Induction Individual Development Plan

The ESCP provides candidates with an individual development plan (IDP) as part of the clinical practice completion process. University supervisors introduce the purpose and expectations of the IDP during the initial clinical practice meeting and revisit the document during the final formal observation debrief. Candidates identify professional development goals related to TPEs, using their self-reflection, observation feedback, formative assessment, and summative assessment results to identify areas for continued growth. The IDP is completed near the end of Clinical Practice II. Candidates review the completed plan with the university supervisor during the summative assessment conference. Cooperating teachers contribute to the IDP process because of their day-to-day knowledge of the candidate's performance and development needs. Then, candidates upload the completed IDP to the program's electronic system, retain a personal copy, and provide the document to the district induction coordinator upon employment. District employers reported that the completers receive support through district induction programs to continue developing their ability to collaborate effectively with families, general education teachers, paraprofessionals, other related service providers, and administrators.

Finding on Program Standard 6: Met

Program Standard 7: Effective Literacy Instruction for Students with Disabilities (Mild to Moderate Support Needs and Extensive Support Needs)

ESCP's program documentation aligns with the applicable literacy standards and TPEs for the MMSN and ESN pathways. Interviews with candidates and cooperating teachers further supported that ESCP systematically designs and implements a structure to ensure that candidates receive and apply the required literacy preparation.

Candidates and completers reported that the program prepared them to work with multilingual students and families through culturally responsive pedagogy. Candidates are required to complete two literacy courses, one focused on Elementary and the other on Secondary, both of which include fieldwork hours. These literacy courses address literacy assessment, systematic and explicit instruction, instructional design and delivery, modification of instruction based on

student progress, multisensory reading instruction, dyslexia, and literacy instruction across general and special education settings. Additional coursework also provides candidates with opportunities to apply literacy practices across disciplines and in response to students' individual learning needs.

The program's literacy preparation addresses the major themes of the Program Standard 7 framework, including foundational skills, meaning making, language development, effective expression, content knowledge, literacy instruction for students with disabilities, and integrated and designated English Language Development. Formal observation materials provide direct evidence that literacy is assessed during clinical practice. The formal clinical practice observation tool assesses foundational literacy instruction in Form 1 (TPE 7.5 a-d) and Form 2 (TPE 7.5 e-g), meaning making and effective expression in Forms 3 and 4, and Language development in Form 6. The program also provides literacy-related preparation through the CalTPA prep courses.

The available documentation and interview evidence support the conclusion that the program integrates literacy coursework, supervised field experiences, clinical-practice observations, and performance-assessment preparation for candidates pursuing the MMSN and ESN authorization areas.

Finding on Program Standard 7: Met

Preliminary Administrative Services with Intern

The Preliminary Administrative Services Credential (PASC) Program is housed within the College of Education, Kinesiology, and Social Work and supervised by the Interim Dean. PASC is part of the Advanced Studies in Education branch and overseen by a department chair, program coordinator, and CalAPA coordinator. The program offers a traditional and an intern pathway, which offer both in-person and online courses with five distinct cohorts. Program service areas include Turlock, Merced, Ceres, Stockton, and Manteca. The program consists of 24 units, with the traditional program being one year and the intern program being two years. The intern pathway allows candidates with an administrative intern credential to remain enrolled for the duration of their credential program.

Category I: Program Design and Coordination

Program Standard 1: Program Design and Rationale

The design of the PASC program is grounded in theory, recent research, adult learning principles, and the California Administrator Performance Expectations (CAPEs). The program delivers an integrated series of theoretical and practical learning experiences. Candidates develop essential knowledge, skills, and dispositions to advance teaching and learning through formative and summative assessments aligned with the CAPEs.

Evidence from program documentation and constituent interviews confirm alignment between coursework and fieldwork, including detailed descriptions outlining the two program pathways,

candidate preparation, assessment, supervision, and remediation. Fieldwork supervisors are experienced practitioners, including retired superintendents, and observe candidate leadership activities using structured rubrics. Supervisors provide targeted pre- and post-activity mentoring. Furthermore, three core courses are integrated with two practicum fieldwork courses to support CalAPA and CAPE requirements. Evidence from course syllabi reflects this alignment. Qualified instructors and veteran fieldwork supervisors help candidates bridge theory and real-world application, ensuring that candidates are well prepared for the CalAPA and leadership roles in partner districts.

Finding on Program Standard 1: Met

Program Standard 2: Collaboration, Communication, and Coordination

Evidence from the organization chart and program handbook clearly describes each staff member's responsibilities and the supports, processes, and procedures for coordinating the program. Candidates can find specific support as they navigate the program from the application process through program completion. Evidence from interviews with program leadership, candidates, completers, and faculty and supervisors indicate an effective flow of communication and coordination among constituents.

Communication with the PASC program is conducted through meetings with various constituents. Evidence from interviews with various constituents confirmed that there are two constituent meetings per year (one in fall and one in spring). Faculty attend coordinator-led meetings prior to starting each course and share course materials among instructors. According to interviews with faculty, candidates, alumni, partner districts, fieldwork/university supervisors, and advisory board members, the two program coordinators are accessible and supportive. All faculty, fieldwork supervisors, and university supervisors verified ongoing collaboration and communication with one another regarding course preparation, course content, CalAPA outcomes, and candidate support. Candidates and completers confirmed that the courses are aligned with fieldwork and are well supported by faculty, supervisors, and program coordinators.

Completers expressed appreciation for program exit surveys, which allowed them to provide direct feedback on course content and delivery. The program coordinators confirmed in interviews that the exit survey data is used to inform programmatic changes, and CalAPA data is disaggregated by standard to identify areas of improvement to better support candidate success. Interview evidence from employers also confirmed their perception of high levels of support and communication with program leadership. For example, employers stated that the coordinators attend monthly superintendent meetings where they share data, including information on which graduates are coming from the district, which in turn supports the district's goals for hiring and recruiting. One employer mentioned that they have worked specifically with the PASC program coordinators on their goal of increasing representation by hiring diverse administrators, and the program has been responsive to those needs.

Finding on Program Standard 2: Met

Program Standard 3: Development of Professional Leadership Perspectives

Evidence from interviews and documentation indicate alignment between the course sequence and fieldwork experiences. Based on interviews with employers, the program prepares candidates for the work they will do as first-year administrators. Employers spoke highly of program completers' ability to navigate challenging situations. Furthermore, employers appreciate completers' understanding that an administrator's work is relational and guided by the mission and vision of the district. For example, the PASC program supports a district's goals by including administrator pathways to meet each district's specific needs. Overall, PASC program completers were consistently described as being prepared to carry out the duties of an administrator because the hands-on experiences had prepared them well. Evidence from interview data indicated alignment with published program materials and was further substantiated by the program's high passing rate on the CalAPA, which was 98% in 2024-25 for 51 examinees.

Finding on Program Standard 3: Met

Program Standard 4: Equity, Diversity, and Access

Through fieldwork aligned with course content, a focus on the CAPEs, and specific CalAPA preparation activities, the program prepares candidates well for school improvement for all students. Interview evidence and course syllabi indicate an emphasis on historically marginalized communities to provide candidates with real-world experience supporting all students through access to high-quality instruction. Mentoring is provided by field and university supervisors to ensure that candidates are meeting the CAPES and developing their instructional leadership skills through on-site experience. Furthermore, the efficacy of these experiences is supported by employer interviews, which consistently revealed that the program aligns well with the district's needs to support student success. Moreover, the PASC program has recently partnered with a district to prepare diverse leaders (specifically, Black, Indigenous, and People of Color) among the district's teachers who hold Bilingual Authorizations to promote increased representation of the educator workforce.

Finding on Program Standard 4: Met

Program Standard 5: Role of Schooling in a Democratic Society

The PASC program provides candidates with instruction and fieldwork aligned to the California Administrator Performance Expectations (CAPEs). Alignment with the CAPEs prepares instructional leaders to address the needs of a diverse student population and specifically considers the role of the instructional leader to remove barriers that would impede student access to an equitable education. The substantial and cohesive evidence provided through the submitted program documentation and interviews with local educational agency partners, candidates, completers, faculty, supervisors, and program administrators all support these findings. Employers described program completers as being well prepared to problem solve for

real-life situations, providing evidence of the program's efficacy in supporting candidates to understand the application of theory to practice. Evidence from the program syllabi depict readings and activities that support candidates' learning about how historical and philosophical influences, state and federal policy decisions, and educational practices impact schooling. The unique organizational collaboration and community and local education agency partnerships not only allow candidates to experience public support and community engagement but also exemplifies a strong network of leaders working to reciprocate civic responsibility to one another for the benefit of all students and society at large.

Finding on Program Standard 5: Met

Category II: Curriculum

Program Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPE)

The PASC program demonstrates strong alignment of coursework and fieldwork experiences to the CAPEs. The program's completer data shows a high success rate on the California Administrator Performance Assessment (CalAPA) with well over 90% passing the three cycles on the first attempt. Moreover, interview evidence indicates employer satisfaction with the high levels of preparedness of first year administrators to address complex situations due to their knowledge of application of theory. All employers spoke about the valuable integration of scenarios into the coursework to allow candidates to practice possible real-life situations and credited this program practice as one that prepared leaders well for their roles in schools. Furthermore, candidates, supervisors, mentors, and administrators all described the field supervisor and mentor observations (with pre and post feedback discussions) as a valuable practice to support candidate leadership development. Field supervisors are guided by common rubrics to discuss CAPE mastery and help provide detailed feedback to candidates.

Finding on Program Standard 6: Met

Category III: Field Experiences in the Program

Program Standard 7: Nature of Field Experiences

Candidate field experiences are completed at school sites with the support of their field supervisor and the guidance of their site mentors. Candidates are assigned a field supervisor, a university supervisor and a mentor to support field experiences. Field supervisors are generally practicing site administrators who can provide candidates with authentic opportunities to practice their leadership development in real-time. University supervisors support field experiences in addition to teaching courses. CSU Stanislaus provides additional support through mentors who are usually retired administrators who have the flexibility to supervise fieldwork activities on site throughout the day. These hands-on experiences range from CalAPA preparation to student-centered practices to continuous cycles of improvement and supporting

optimal teaching and learning conditions for all students. In alignment with coursework, the fieldwork experiences support the application and understanding of the CAPEs while bridging theory to practice as evidenced by program completer and employer interview data.

Finding on Program Standard 7: Met

Program Standard 8: Guidance, Assistance, and Feedback

The PASC program provides fieldwork supervisor training through a recorded presentation that outlines program expectations and the supervisor's role and responsibilities. Supervisors sign an agreement that they have completed the training and understand their role and responsibilities to the candidate and the program. This information was substantiated by document review and interview responses. Common rubrics are used to determine proficiency with the CAPES and guide feedback discussions during pre- and post-observation meetings, which the mentors are responsible for observing. These rubrics are readily available to candidates, supervisors, and mentors. Both documentation and interview responses substantiate this common practice. Supervisors and mentors all described the program coordinator and CalAPA coordinators' high accessibility and supportive practices for their roles, answering any questions that may arise during mentoring or guidance of candidates.

Finding on Program Standard 8: Met

Category IV: Candidate Competence and Performance

Program Standard 9: Assessment of Candidate Performance

Each candidate must meet program requirements through satisfactory completion of coursework and proficiency in fieldwork experience. Coursework and fieldwork are aligned with the CAPES to ensure adequate leadership development to successfully assume an educational leadership role upon graduation and achieve a passing rate on all three cycles of the CalAPA. Ongoing communication between the program, employers, faculty, fieldwork and university supervisors, and mentors ensures that each candidate demonstrates proficiency with the required leadership capacities outlined in the administrator preparation expectations and the administrator performance assessment cycles. The program requires at least two meetings per academic year that include the supervisor, mentor, and candidate to ensure expectations are met. Feedback is then provided to the candidate regarding their progress in the program. Additionally, the interview responses from all constituents described the accessibility and high level of support they receive from the program and CalAPA coordinators. Therefore, communication and progress monitoring are ongoing as evidenced by the course assignments and interview evidence.

Finding on Program Standard 9: Met

Pupil Personnel Services: School Counseling and Child Welfare and Attendance

The Pupil Personnel Services (PPS): School Counseling program at California State University, Stanislaus is a two-year program in the Advanced Studies Department and Continuing and Professional Education (CAPE) division in which candidates may include Child Welfare and Attendance (CWA) authorization. The program has cohorts of candidates who complete a set of sequenced courses that meet the PPS credential requirements and CWA authorization. The program consists of 58 units (15 courses) offered two days a week, one day in person and one day online. The program offers admissions in Fall on the main campus and Fall and Spring in CAPE.

Program Standard 1: Program Design, Rationale, Collaboration, Communication, and Partnerships

The PPS: School Counseling with CWA program is designed to accommodate working individuals, with courses offered in the late afternoon, evenings, and some weekends. Candidates are required to complete the required hours of field experience during their last three semesters at different sites and two different levels of education. Hours are documented electronically and overseen by university supervisors.

Candidates have the option of a 1) traditional, 2) residency, or 3) internship program to complete hours. Program faculty work closely with Student Success Center staff to ensure students are recruited, counseled, assisted with applications, and followed throughout the program. Faculty oversee field supervisors and meet with them, if necessary. Faculty and Student Success Center staff work collaboratively with districts and principals to ensure field supervisors are properly trained and approved to host candidates entering their clinical experience. Faculty hold regular department meetings that include full-time and part-time faculty. Advisory meetings with candidates are held once per semester and members in attendance include faculty and completers of the program. Evidence from documentation indicates that the program design follows a logical course sequence and cohort model. The advisory committee includes a broader educational community. According to the Program Coordinator, course syllabi are updated to align with the Commission's standards for School Counseling Performance Expectations and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation.

Finding on Program Standard 1: Met

Program Standard 2: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)

Throughout the program, candidates have multiple opportunities to demonstrate their understanding of the school, community, and family environmental factors that affect pupil learning and behavior through course embedded assessments, demonstrations and field experiences. The sequenced coursework and clinical practice enable candidates to learn typical

and atypical behaviors and when those developmental trajectories are associated with at-risk students. Candidates learn to facilitate effective growth plans for students and families. Candidates identified the Multicultural Course as effective for identifying their own bias and developing socio-cultural competence when working with students and families. Candidates are exposed to differing evaluation methods and the appropriate assessment methods and validity of those assessments for pupils. Professional obligations and legal mandates are introduced, practiced, and assessed during coursework and field experience. Candidates learn how and when to advocate for children, families, and staff. Coursework and clinical experiences prepare candidates to learn skills to work effectively with students and families from diverse backgrounds including ethnic, cultural, and socioeconomic differences. Documentation provided showed evidence of meeting SCPEs, which was strongly reinforced through constituent interviews. Candidates and completers expressed their satisfaction with the program and spoke highly of the preparation they received while in the program. Candidates were appreciative of the coursework and professors teaching the courses, specifically, Group Counseling, Counseling and Psycho Theories, Ethic and Law, and the Seminar Class. Furthermore, candidate interviews indicated a high pass rate of the program's comprehensive oral and written examinations.

Finding on Program Standard 2: Met

Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Towards Meeting Credential Requirements

Candidates have several opportunities to demonstrate their knowledge and skills throughout the program and apply theories and methods of using assessment to support data decision making in clinical practice. Candidate interviews indicate their understanding of the different types of assessment to promote positive pupil performance, program outcomes, and school climate. Candidates demonstrate their skills and knowledge in the program through written work, presentations, demonstrations, and clinical experience. If a candidate is struggling, they work with faculty to identify and rectify the issue. Throughout the program candidates continue to grow personally and professionally. All candidates participate in three hours of professional counseling, and receive support from Student Success Center staff, faculty and field supervisors. The field supervisor supports and assesses the candidate during field experience on their ability to meet or exceed the credential requirements for the School Counseling or School Counseling with CWA. For example, one program completer said, "I love the program, especially at Stan State. They prepared me well enough to be successful in the field…plenty of feedback. Really helps today, especially, with youth, at risk, and high needs populations." Employers spoke highly of the preparation of program completers and stated that they "would put their applications at the top of their pile."

Finding on Program Standard 3: Met

Program Standard 4: Clinical Practice

Evidence from documentation and interviews indicated that candidates participate in clinical practice at two different sites and levels during their program to earn their PPS: School Counseling with CWA. A minimum of 200 hours is required at one level and 600 hours at different levels. Candidates participate in three semesters, 267 per semester for a total of 801 hours total of clinical practice. If candidates choose to obtain the CWA authorization, they complete 150 hours of clinical practice. The CWA authorization requires hours to be completed in specific settings: 1) school setting in direct contact with students, 2) interdisciplinary experiences outside the field of education and 3) working under the supervision of a university supervisor. Approximately, one third of the candidates obtain the CWA authorization. Candidates have the option of traditional clinical or residency experience depending on the district chosen. In addition, some candidates will have the opportunity for an internship during their last semester if the district has expressed interest in hiring the candidate. There are two ways sites are selected for clinical practice: self-selection and placement. The most common is self-selection where the candidate selects their site based on employment or living location. Placement by faculty may utilize new or existing field supervisors and districts. Existing supervisors have completed 10 hours of training, documented by an examination on Canvas. New supervisors are vetted by faculty and must also complete the training and examination on Canvas. Once a field supervisor has completed the training, no other requirement is necessary to continue serving as a field supervisor. Program faculty and SSC staff maintain a comprehensive list of field supervisors who have accepted PPS candidates in the past on their website. One field supervisor stated, “there was a PowerPoint and small test and certificate that said I can be a supervisor.” Lastly, field supervisors spoke highly of the program, stating that “we only accept Stan State candidates in PPS.”

Finding on Program Standard 4: Met

Program Standard 5: Determination of Candidate Competence

Candidates are assessed for competency throughout the program in multiple forms. There is an interview prior to being accepted into the program, course embedded assessments, clinical practice assessments, and a comprehensive examination prior to being recommended for the credential. Coursework is aligned with SCPE standards and Council for Accreditation of Counseling and Related Educational Program (CACREP) standards. The culminating examinations are based on the program completed (PPS only, PPS plus CWA). The program is planning on applying for CACREP accreditation within three years. All the constituents interviewed were extremely positive about the quality of the program, including candidates, completers, advisory board members, and employers.

Finding on Program Standard 5: Met

INSTITUTION SUMMARY

California State University, Stanislaus serves the largest geographic region in the CSU system—a 1,500-square-mile area spanning six counties and shaped economically, socially, and culturally by its agricultural industry. CSU Stanislaus's largely first generation, linguistically and ethnically diverse student population reflects the farmworker and migrant communities surrounding its campuses. This distinctive geography is central to the institution's identity and mission, shaping both the needs it is called to address and its responsibility to expand educational opportunity throughout the region. It is therefore essential to understand the College of Education, Kinesiology and Social Work's deep community engagement, sustained regional investment, and far-reaching impact.

The College of Education, Kinesiology, and Social Work is widely viewed as a strategic pillar of the institution, preparing graduates to lead, advocate for, and elevate their local communities. The strong presence of graduates throughout the region's P–12 schools—and their ongoing contributions to the unit's program development and improvement work—demonstrates the college's lasting impact and effectiveness in preparing committed education professionals. Despite ongoing institutional and unit-level transitions directly affecting the College of Education, Kinesiology, and Social Work, program development and operational effectiveness have continued without interruption—a testament to the steadfast dedication of its staff, faculty, and leadership to meeting the evolving needs of the region's communities. Current leadership captured this unwavering commitment most powerfully: "We're educators. That's what we do. We keep rolling when it's hard. We do it for our students and communities. We have to." The college's unwavering social justice commitment to advancing opportunity and strengthening communities through their education preparation work for the Central Valley is evident, inspirational, and aspirational.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	**Team Finding**
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Inconsistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Inconsistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: **Met**

Summary of information applicable to the standard

The College of Education, Kinesiology, and Social Work's vision reflects a clear commitment to preparing education professionals who make a meaningful academic and socioemotional impact on California's P–14 students and their broader communities. As university leaders noted in interviews, the commitment to social justice is so deeply embedded throughout the college that it feels almost "organic." This shared commitment creates a coherent vision across all educator preparation programs: to prepare invested leaders and advocates whose influence

extends beyond individual students, generating lasting and far-reaching benefits for the traditionally marginalized communities they serve.

Review of the collaboration meetings, participants, and agendas for programs within the college demonstrates that program organization, coordination, and decision-making meaningfully involve faculty, instructional personnel, and relevant constituencies. Faculty actively collaborate with colleagues across P–12 schools, colleges, and university units. However, the prominent representation of CSU Stanislaus-affiliated membership on advisory boards and collaboration meetings makes it difficult to determine whether programs consistently solicit sufficiently broad and independent feedback from external partners without CSU Stanislaus affiliations. Although leadership has established initiatives that expand opportunities to engage external partners and incorporate more diverse perspectives, evidence of regular, systematic participation by these external constituencies remains inconsistent across the programs. Nonetheless, substantial progress toward consistent unit-wide implementation is clearly underway.

Faculty are highly valued for their strong connections to the field and trusted expertise in program design, development, and continuous improvement. Interviews with university and unit leaders affirmed their essential role in identifying and responding to the immediate needs of surrounding communities, with faculty insight informing initiatives at both the unit and institutional levels. This expertise is strengthened by intentional recruitment, hiring, development, and retention practices designed to ensure that faculty reflect the diversity of the candidates and communities served. Hiring documentation, instructional support materials, and training resources further demonstrate that appropriately qualified professionals provide instruction and clinical practice supervision.

Although the College of Education, Kinesiology, and Social Work continues to navigate significant transitions at both the unit and institutional levels, its educator preparation programs remain operationally effective. This effectiveness is sustained largely through the creativity, resilience, and unwavering commitment of program and unit leaders who advocate for resources and prioritize critical needs, as well as faculty and staff who manage expansive portfolios of work. The recently established Student Success Center exemplifies a data-informed approach to strengthening student retention and streamlining admissions, advising, credentialing, and field-service support across multiple programs. However, access to these services remains inconsistent, particularly between teacher education and advanced programs. As the University considers changes to the scale and infrastructure within which existing programs will be housed, it will be essential to provide sufficient and equitable staffing, funding, and student support resources across all programs to maintain operational effectiveness. This need is especially critical as the unit continues to propose, develop, and implement new programs in response to community needs, even amid ongoing transition. During interviews, institutional staff shared that the unit currently lacks the central staffing capacity to execute the full continuous improvement cycle at the unit level.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The institution has clearly established procedures and personnel for the recruitment and support of candidates for each approved credential program. Review of the unit and individual program websites revealed a clear process for admission to the programs with pre-admission requirements clearly outlined. Staff members in the Student Success Center, which recently absorbed the previous Teacher Recruitment and Retention Office, are well trained and knowledgeable about the programs and requirements as verified by review of the websites, documents, and interviews with staff and candidates. The Credential Analysts' office and the Student Support Center analysts are available to answer questions about credential requirements and processes as needed.

Interviews with Student Support Center Staff and review of unit and program websites revealed that multiple measures are used to assess candidate eligibility including the candidate application, verification of program eligibility, review of undergraduate coursework and degree, and letters of recommendation. Program personnel review applications to confirm candidates' eligibility for admission to the programs. Many candidates completed their undergraduate programs at CSU Stanislaus and are familiar with the processes and the university structure and services outside of their programs.

Interviews with institution administrators in the programs and schools as well as interviews with faculty, staff, candidates, completers, mentor teachers, and university supervisors

highlighted the commitment within programs to serve qualified candidates, students, schools, and districts. Websites are well designed and easily accessible. Staff report that they attend community college and community job fairs to inform the communities they serve of opportunities offered by their programs. A visible presence in the diverse communities served by the school and its programs supports the unit's ongoing commitment to diversify the educator pool and foster a climate of inclusion, equity, and respect. The programs offer multiple models to complete student teaching and other professional experience requirements. These models include traditional student teaching, internships, and residency models which serve to support and retain students. Staff shared about the financial aid processes and examples of how the university supports students (for example, by partnering with CalFresh to ensure that all students have adequate food resources).

Many candidates in the programs live and work in the counties served by CSU Stanislaus. Populations in these communities are economically, linguistically, racially, and culturally diverse. In interviews with candidates, many shared that they intended to remain in the area after graduation and serve the communities where they and their families live and work. The program's focus on serving local communities supports recruitment and retention of local students from diverse backgrounds The diversity of candidates completing the programs serves to further the diversity of California's teacher pool and support the diverse student population in the State. Candidates shared their appreciation of the opportunity to work with diverse student populations.

Common Standard 3: Fieldwork and Clinical Practice	**Team Finding**
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	**Consistently**
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	**Consistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Inconsistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
For each *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The CSU Stanislaus teacher, counselor, and administrator credential programs are designed to embed and integrate education theory, class coursework, discussion, fieldwork, and clinical practices. A review of program websites, class syllabi, progress reporting systems, and online information materials revealed a cohesive, staged program of coursework and clinical practice. Throughout coursework, fieldwork, and clinical practice, the unit and its programs demonstrate a commitment to providing learning experiences that prepare candidates to impact diverse P-12 students within the context of job-embedded coaching, collaboration, and principles of equity. Candidates take theory and concepts learned in classes, translating them to practices that they refine in job-embedded placements with a focus on diversity and equity in their classrooms. Interviews with candidates and completers confirm the process and its effectiveness in developing well-trained teachers with strong understanding of the needs of the diverse student population in California.

Interviews with administrators, faculty, and mentors confirmed the program is based on education theory and translated to practice in the schools. Beginning teachers are supported by trained site-based supervisors and university supervisors. While training and orientation materials, as well as on-going support opportunities are available to site-based supervisors, it is unclear whether these are regularly provided across all programs. Interviews with field supervisors, mentors, and coaches indicated variation in the levels of understanding about

orientation requirements for their work. This variation extends to site-supervisor recognition. There is clear evidence of program-created certificates and communications expressing appreciation for site-based supervisors in some programs. However, these recognition practices are not consistently evidenced across all programs. The systematization of site-based supervisor training, orientation, and recognition across all programs remains unclear.

The large geographic area served by the university and its schools and programs has a highly diverse population. This diversity provides candidates with the opportunity to experience issues of cultural, linguistic, racial, physical and cognitive diversity presented in their coursework and to implement educational strategies in a theory-to-practice model. Candidates regularly construct and implement differentiated lessons and reflect on the success of those lessons as well as modifications to make them more effective. Candidates in the counseling and administrative services programs are exposed to aligned theories about diverse populations and have opportunities to practice strategies in their daily practices. Candidates receive regular feedback from their mentors and supervisors and meet to discuss progress on a regular basis. Post-lesson evaluations include discussions of how candidates support students from diverse backgrounds as well as students with disabilities and the success of the lesson. Comments from candidates and completers confirmed the value and extensive learning that occurs in their clinical and student teaching placements as well as the learning experiences related to working with culturally diverse student populations and students with disabilities.

Site-based supervisors are certified and experienced in the credential areas of the candidates they supervise. The application and review process by program staff ensures that site-based supervisors are credentialed and matched in the content areas or services for the candidates they will supervise. The credentials and experiences are reviewed by program administrators to ensure credential matches for candidates. In interviews, candidates and university supervisors shared that, on occasion, a conflict may arise between a site supervisor and candidate. Efforts are made to resolve the conflict and continue the placement but sometimes a change of supervisor is made. Site supervisors shared that some receive recognition from university supervisors in the form of electronic communication thanking them for their work, but this recognition is inconsistent and not universally provided.

Interviews with program administrators revealed that course and fieldwork effectiveness is evaluated in a systematic manner. Candidates complete end-of-course evaluations electronically. Candidate performance is based on rubric scores, mentor feedback and logs to ensure that credential requirements are met. Candidates provide feedback on their fieldwork experience and mentor support. Evaluation data are collected, analyzed, and used in the process of continuous improvement. The program ensures that candidates experience issues of diversity, receive meaningful and professional supervisory support, and understand and can develop and implement activities and student learning experiences that align with California's content, curriculum, and framework standards.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	**Inconsistently**
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Inconsistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Consistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

After a thorough review of the Common Standard 4 submission and addendum documents, a deep dive into the Commission Data Dashboard and conversations with multiple constituents including the unit and program leadership, faculty, staff, candidates, completers and community partners, it is clear that the CSU Stanislaus College of Education, Kinesiology, and Social Work has developed a thorough and rigorous plan for continuous improvement with which it is able to identify program effectiveness. . The multi-year comprehensive assessment plan includes both unit and department-level assessment maps, each detailing multiple data sources, responsible parties, data collection frequency, and plans for using the data to drive improvement. The unit provides a centralized assessment framework, but the processes for data collection, analysis and subsequent closing-the-loop activities designed for program and process improvement are decentralized and specific to each department and not implemented at the unit level.

Although this systematic process is in place, there is insufficient evidence on the unit level to demonstrate that the process is occurring in the same robust fashion that takes place on the program level. The unit actively leverages the systemwide CSU Educator Quality (EdQ) Dashboard that provides completer data every year. Evidence presented in the Common Standards submission confirms that the data is distributed across programs and discussed by faculty to guide data-driven program improvements**.** While some meaningful unit-level improvements have been implemented, demonstrating that data is used to inform decision-making, these efforts, though significant, remain limited in scope. While a multi-year assessment plan exists on paper, reviewers did not find evidence of the plan in practice in terms

of the complete cycle: collecting, aggregating, analyzing, developing closing-the-loop plans, and executing those plans at the unit level. The institution has hired a dedicated data analyst to address data collection and technical reporting; however, at the time of this report, there is no evidence that the unit is implementing actionable improvement plans based on data.

In contrast, there is ample evidence to support that the individual programs are regularly and systematically assessing their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. Credential programs regularly use data to drive program improvement.

The program-level assessment plans also allow for a regular and systematic review of both candidate and completer data in multiple forms utilizing Commission completer surveys, Candidate Exit Surveys, SPOT evaluations (Student Perceptions of Teaching), and course summative assessments. These data sources, along with thorough reviews of CalTPA and CalAPA assessment data, all provide valuable information on the extent to which candidates are prepared for professional practice. Feedback from completers across the unit overwhelmingly attest to the effectiveness of their preparation: CSU Stanislaus graduates reported that they are well prepared on day one of their first job. Feedback from employers corroborates this. One district employer who had recently hired a large number of teachers, stated "The Stan program is second to none, and Stan applicants go right to the top of the stack!"

Rationale for the Finding
Although the education unit has a comprehensive continuous improvement plan, there is insufficient evidence that the education unit consistently implements the established improvement process at the unit level that identifies program and unit effectiveness and makes appropriate modifications based on findings.

Common Standard 5: Program Impact	**Team Finding**
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	**Consistently**
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The CSU Stanislaus webpage states: “Warriors are strong. Warriors are proud. Warriors are committed to having a positive impact on the world.” Interviews with constituents from CSU Stanislaus and the credential programs housed in the College of Education, Kinesiology, and Social Work confirmed that CSU Stanislaus Warriors are making a profound impact on their community and beyond.

Evidence presented in the Common Standards submission, Program Review documentation, and on the Commission Data Dashboard, as well as interviews with employers, community partners, university leadership, candidates, and completers reveal the institution highly values and respects the college. The institution supports efforts to ensure that the unit and its programs are preparing candidates who know and demonstrate the knowledge and skills necessary to effectively educate and support all students in meeting state-adopted academic standards. Across all credential programs, key assessment metrics, including the CalTPA, CalAPA, and fieldwork/practicum assessments overwhelmingly support the assertion that candidates meet Commission-adopted competency requirements for their specific programs.

Examples of this can be found across the unit. Candidates in the Preliminary Administrative Services Credential program outperformed their statewide peers on the CalAPA, achieving high pass rates of 98%, 100%, and 98% across the three cycles, respectively. PPS candidate scores on their comprehensive program exams also reveal strong preparation. Similarly, on the CalTPA, candidate performance in the three preliminary teacher credential programs (Multiple Subject, Single Subject, and Education Specialist) is exceptionally strong. In the 2024–25 reporting year, CSU Stanislaus candidates in all programs except Education Specialist: MMSN achieved pass rates above 90% across all cycles, outperforming candidates from other institutions across the state on every cycle.

Examples of the positive and transformative work of the credential programs in the unit can be felt throughout the entire region.

The educator preparation programs at CSU Stanislaus serve as a catalyst for regional workforce development by expanding and diversifying the educator pipeline across local public schools. Through high-impact grant partnerships, the unit directly addresses regional teacher shortages while advancing educational equity and candidate diversity. Three notable examples include: (1) Modesto City Schools (MCS) Partnership Grant, which actively works to double the placement and hiring of Multiple Subject BIPOC teacher candidates in local partner schools; (2) Sierra K–16 Grant which is a partnership with Columbia College to create accelerated pathways into Early Childhood Education, Multiple Subject, and Education Specialist Credential Programs; and, (3) Math and Science Teacher Initiative Grant which focuses on expanding and diversifying the regional STEM teacher pipeline.

Similarly, in direct response to critical regional shortages in special education, CSU Stanislaus partnered with Modesto City Schools to establish the Aspiring Special Educators Para Pathway. This collaborative initiative cultivates confident, equity-centered educators who are deeply

rooted in their local community, fully prepared for professional practice, and dedicated to driving student success across Modesto City Schools.

Additionally, program faculty are engaged in a wide variety of collaborative projects that directly benefit P–12 students and surrounding communities. Faculty partner with local school districts to deliver professional development, design new educational programs, and advance equity for LGBTQ+ students in K–12 schools.

Numerous school administration faculty and graduates have been recognized by the Association of California School Administrators (ACSA) for exemplary leadership in their schools and districts. Faculty also conduct extensive research and present scholarly presentations in culturally responsive school leadership, executive coaching, and mentoring. Similarly, the Pupil Personnel Services: School Counselor Education programs prepare school counselors who deliver crucial mental health, behavioral, and academic support to students across the Central Valley.

While the College of Education, Kinesiology, and Social Work is a respected source of well-prepared professionals, its true impact is measured by the sense of possibility and hope it creates across the region. School district partners highlight CSU Stanislaus' deep investment in the Central Valley, noting its vital role as a primary "grow-your-own" pipeline for home-grown educators who understand the unique cultural and socioeconomic needs of local P–12 students. District partners describe graduates as innovative, hardworking, and well-equipped local leaders who bring an incredible passion for education and an eager commitment to student success. Graduates enter local schools not just as educators but as advocates deeply committed to student and community success. As one graduate proudly stated, "Our impact on the community is advocacy, empathy and support." Indeed, CSU Stanislaus graduates are clearly having a "positive impact on the world."