

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Chapman University

## Professional Services Division

February 12, 2011  
Overview of this Report

### Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Chapman University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and 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 Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors		X	
9) Assessment of Candidate Competence	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, BCLAD	19	19		
Single Subject	19	19		
Education Specialist Credential Preliminary Level I: Mild/Moderate Disabilities	21	19	2	
Education Specialist Credential Preliminary Level I: Moderate/Severe Disabilities	23	21	2	
Pupil Personnel Services: School Counseling	32	32		
Pupil Personnel Services: School Psychology	27	27		
Speech Language Pathology	16	16		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Chapman University

**Dates of Visit:** February 6-9, 2011

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the nine Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that eight Common Standards are **Met** and one Common Standard, Standard 8, is **Met with Concerns**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for Chapman University. Following discussion, the team considered whether the programs' standards were met, met with concerns, or not met. The CTC team found that all program standards are **Met** for the Multiple Subject, Single Subject, Speech and Language Pathology, School Counseling, and School Psychology. In the Special Education programs, Standards 1 and 16 were **Met with Concerns** and all other standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met** with the exception of Common Standard 8 which is **Met with Concerns**, that all program standards are met for the Multiple Subject, Single Subject, Speech and Language Pathology, School Counseling, and School Psychology programs, and for the Special Education programs all standards are **Met** with two of the program standards **Met with Concerns**, the team unanimously recommends a decision of **Accreditation**. The team also recommends that the university respond to all of the identified issues in a 7<sup>th</sup> Year report.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

<b>Initial/Teaching Credentials</b>	<b>Advanced/Service Credentials</b>
Multiple Subject	Administrative Services
Multiple Subject	Preliminary— <i>Inactive</i>
Single Subject	Pupil Personnel Services
Single Subject	School Counseling
Education Specialist Credentials	School Counseling, Internship
Preliminary	School Psychologist
Mild/Moderate Disabilities	School Psychology Internship
Mild/Moderate Disabilities Internship	Speech-Language Pathology
Moderate/Severe Disabilities	
Moderate/Severe Disabilities Internship	
Level II— <i>Inactive</i>	
Mild/Moderate Disabilities	
Moderate/Severe Disabilities	

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Chapman University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Chapman University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### **Accreditation Team**

<b>Team Leader:</b>	<b>Mark Cary</b> Retired Elementary School Principal Davis Joint Unified School District
<b>Common Standards Cluster:</b>	<b>Cheryl Forbes</b> UC San Diego  <b>Sharon Russell</b> CalStateTEACH
<b>Programs Cluster:</b>	<b>Nancy Jean Smith,</b> CSU, Stanislaus  <b>Thierry Kolpin</b> University of La Verne  <b>Janice Chavez</b> National Hispanic University
<b>Staff to the Visit</b>	Teri Clark Commission on Teacher Credentialing  Gay Roby Commission on Teacher Credentialing

## Documents Reviewed

University Catalog	Course Syllabi
Candidate Files	Fieldwork Handbooks
Follow-up Survey Results	Program Assessment Feedback
Biennial Report Feedback	Field Experience Notebooks
Schedule of Classes	Advisement Documents
Faculty Vitae	College Annual Report
College Budget Plan	TPA Data
Student Handbooks	Flowcharts of Program Requirements
Assessment Protocol	Meeting minutes
Assessment Data	

## Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	<b>TOTAL</b>
Candidates	34	32	<b>66</b>
Completers	1	12	<b>13</b>
Employers	4	7	<b>11</b>
Institutional Administration	10	1	<b>11</b>
Program Coordinators	18	6	<b>24</b>
Faculty	18	12	<b>30</b>
Adjunct Faculty	4	12	<b>16</b>
TPA Coordinator	2	2	<b>4</b>
Advisors	2	6	<b>8</b>
Field Supervisors – Program	7	16	<b>23</b>
Field Supervisors - District	9	18	<b>27</b>
Credential Analysts and Staff	5	4	<b>9</b>
Advisory Board Members	0	6	<b>6</b>
Other	4	1	<b>5</b>
<b>Totals</b>			<b>253</b>

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

## Background information

Chapman University is located in Orange, California, 32 miles southeast of Los Angeles, in the heart of Orange County. The University comprises two schools and five colleges, including the School of Law, the Argyros School of Business and Economics, the Dodge College of Film and Media Arts, the College of Educational Studies, the College of Performing Arts, the Schmid College of Science, and the Wilkinson College of Humanities and Social Sciences. It offers 46

undergraduate and 17 graduate majors. Chapman University enrolls more than 6,000 undergraduate, graduate and law students, about 4,500 at the undergraduate level and more than half of whom are women.

Founded as Hesperian College, the school began classes on March 4, 1861, which was timed to coincide with the exact hour of President Abraham Lincoln's inauguration. In 1920, the assets of Hesperian College were absorbed by California Christian College, which held classes in downtown Los Angeles, California. In 1934, the school was renamed after the chairman of its board of trustees and primary benefactor, C.C. Chapman, as Chapman College. Chapman College became Chapman University in 1991. The university seeks overall to provide personalized education with a goal of preparing inquiring, ethical, and productive global citizens.

Chapman began remote education centers in the 1950's mainly on military bases to accommodate the higher education needs of U.S. soldiers. By 2000, the education centers had grown significantly and formed a separate identity as Chapman University College. Prior to this time, all education programs were closely aligned with the School of Education at the main campus in Orange. Chapman University College operated its programs under a separate system of faculty governance and had little connection to the main campus programs despite having a similar name, which, at times, muddled the identities of both units, Chapman University and Chapman University College. The issue of identity was clarified in 2010 when the Chapman University College, consisting of all the campuses other than the main campus in Orange, separated to become Brandman University, a distinct not for profit organization. Brandman still operates as part of the Chapman University system, but without any academic connection to the Orange campus. The main campus is now referred to as Chapman University, within which resides the College of Educational Studies.

Discussion about a possible joint Teacher Education Accreditation Council (TEAC)-CTC Visit at Chapman University began late in 2008. An initial proposal was received at the Commission in early in 2009 (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-06/2009-06-item-17.pdf>). Staff presented a number of agenda items to the COA about the TEAC accreditation process including a draft alignment matrix which identified which of the Commission's Common Standards are thoroughly addressed by the TEAC Principles and which of the Common Standards are not required to be addressed in TEAC accreditation. Chapman University's Inquiry Brief Proposal was presented to the COA (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-10/2009-10-item-12.pdf>) and support was given by the COA to continue to plan for a joint visit.

Additional discussions with the leadership at Chapman University and TEAC led to an agreement that a concurrent visit would be most appropriate to meet the needs of both accrediting bodies. In a concurrent accreditation visit, both the TEAC Audit Team and the Commission's accreditation site visit team would be at the university at the same time, at times interview together, but come to separate decisions and reports. It was determined that a concurrent accreditation site visit would take place in February 2011.

The Chapman visit is California's initial TEAC-CTC accreditation visit. The university has developed a comprehensive program and unit assessment system, the Program Improvement System for the College of Educational Studies (PISCES), that was designed to address institutional review processes, regional accreditation requirements, the Commission's

accreditation system, and TEAC accreditation. The components of PISCES include the following:

- Part 1: Overview
- Part 2: Describes the university's assessment system, PISCES (Program Improvement System for College of Educational Studies)
- Part 3: Describes the general data collection processes for PISCES
- Part 4: Results: Data on both unit operations, including diversity data and program effectiveness. Provides information on Common Standard specific concepts like advisement, support, fieldwork and attempts to look at student achievement; then breaks data into program specific sections.
- Part 5: Program Improvements including plans to improve the unit assessment and evaluation system.
- Appendix A: Alignment matrix for Institutional Questions, TEAC Claims, TEAC and CTC Common Standards.
- Appendix B: Some assessment tools and information regarding administration
- Appendix C: Overview for Program Assessment
- Appendix E: Faculty Information
- Appendix G: Accreditation Letters (CATTE, ASHA, NASP)
- Appendix H: Common Standards Appendix—index of information for CS responses
- Appendix J: Program Assessment Findings, Biennial Report 2010
- 2009 Report—First PISCES report with 2008-09 data

The PISCES process and document attempts to address a variety of program and college review activities and does not provide a Common Standards narrative or program narratives. The site visit team reviewed the PISCES document and supporting evidence, the Program Assessment Preliminary Findings, and the Commission's Biennial Report feedback. The Program Assessment Findings and Biennial Report feedback were developed after a thorough review of all PISCES documentation. There were no traditional program narratives or Biennial Reports submitted by Chapman University.

### **Education Unit**

The College of Educational Studies (CES) prepares professionals to work as educators in K-12 schools, community settings and other service organizations. Students select one or more of the CES's 11 program options, which share a common framework with regard to vision, mission, values and principles. The CES, which has a staff of 48 (35 faculty), enrolls nearly 700 students each year (54% white) and slightly more than 300 students complete the program's 11 program options each year. Chapman was an early adopter of the teaching performance assessment and has been administering it since 2001.

The program faculty members are committed to five interdependent and guiding principles for their program – personalized education and personal growth, healthy communities, rigorous scholarship, ethical leadership, and socially just communities. The values of inclusion, social justice, constructivist pedagogy, and democratic governance are both goals and attributes of the program and are epitomized in the following statements cited by the faculty as representing their core values: *–Education is a process of living and not a preparation for future living*” (John Dewey), *–You must be the change you wish to see in the world*” (Mahatma Gandhi) and *–Knowledge emerges only through invention and re-invention, through restless, impatient,*

*continuing, hopeful inquiry (that) men and women pursue in the world, with the world, and with each other” (Paulo Freire).*

**Table 1**  
**Program Review Status**

Program Name	Number of program completers (2009-10) <sup>a</sup>	Number of Candidates Enrolled (10-11) <sup>b</sup>	Agency Reviewing Programs
Multiple Subject	50	49	CTC
Multiple Subject, BCLAD		6	CTC
Single Subject	38	55	CTC
Education Specialist Credential Level I: Mild/Moderate Disabilities	13	66	CTC
Education Specialist Credential Level I: Moderate/Severe Disabilities	10	34	CTC
Pupil Personnel Services: School Counseling	17	46	CTC
Pupil Personnel Services: School Psychology	20	56	NASP/CTC
Speech Language Pathology	0	58	ASHA/CTC

<sup>a</sup> 2 individuals earned both an Ed Sp MM and MS credential

<sup>b</sup> 18 individuals are enrolled in both Ed Sp MM and MS programs

### **The Visit**

Chapman University’s site visit was held on the campus in Orange, California from February 6-9, 2011. The site visit team consisted of a Team Lead, two Common Standards members, and three Program Standards members. The team was supported by two CTC consultants. The site visit was held in conjunction with a TEAC audit, the first in California.



# Common Standards

## Standard 1: Educational Leadership

## Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

### Findings

For CTC accreditation purposes, the “education unit” at Chapman University consists of Multiple Subject, Single Subject, Special Education, and PPS credential programs in School Counseling and School Psychology, all operated within the College of Educational Studies (CES). In practice, however, College of Education faculty, staff, leadership, and community partners see the “unit” as a much larger, more diverse, yet fully-integrated community of educators working not only with credential candidates, but also with advanced degree candidates in Masters and Ph.D. programs, undergraduates who are preparing for a wide variety of education-related careers, and special programs targeting particular populations or educational activities. What brings all these individuals together as a “unit” is a unified vision of education as the means for changing the world—a vision to which every member is fully and deeply committed. Collaborative relationships and shared effort are so central to the work of CES that during the course of the review, team members often had to ask focused questions in order to distinguish credential program operations from those of the CES as a whole.

Driven by shared values, vision, and guiding principles, the College of Educational Studies commits to develop critical scholarship and skillful leadership that inspire and respect individuals, serve communities, strengthen diversity, and contribute to creating a socially just world. Drawing on a research base that recognizes the critical roles played by inquiry, reflection, constructivist pedagogy, collaboration, diverse perspectives and experiences, and inclusion play in all learning, CES credential programs seek to prepare educators who can promote personalized education and personal growth, collaboration, scholarship, leadership, and social justice in their classrooms. These goals were repeatedly reflected in interviews with candidates, program completers, and program faculty; while interviews with district-employed supervisors, site administrators, and employers uniformly acknowledged the strength of purpose and excellent instructional preparation CES graduates brought to their work in schools. The ability to build collaborative support systems, to employ a wide range of instructional strategies in meeting diverse needs, and to approach students as whole children in engaging and supporting them in learning were repeatedly cited as strengths of Chapman candidates and program completers.

The CES vision of effective educators as agents for changing the world was evident not only in interviews focusing on classroom practices, but was evident in all aspects of credential program operations. Faculty are engaged in a wide variety of collaborative efforts within the CES, within the university, and with the P-12 community that Chapman University programs serve. During the site visit, team members witnessed many different ways in which CES members hold

themselves to the same guiding principles that they hold for their candidates, as well as the consistency and effectiveness with which they model these principles in their work.

The pervasive nature of collaboration within CES and between CES and community partners ensures that all faculty, instructional personnel, and relevant stakeholders are involved in virtually every aspect of unit operations. All CES faculty, including credential program faculty, meet bi-weekly with the Dean; and four “communities of practice” representing different roles and functions within CES serve as regularly review and discussion bodies for planning and decision-making in the unit. While CES used to have a unit-wide advisory board that met annually, the unit found that convening stakeholder groups for targeted purposes has been much more effective. Community partners have been actively involved in assisting with the transition to newly-adopted Education Specialist standards, with the design of a new Communication Sciences and Disorders program (offering a Speech-Language Pathology credential), and with an effort to create a pair of professional development schools in partner districts. To support longer-term collaborative efforts, the unit has recently established a “Critical Colleagues” group bringing together active community and university stakeholders with strong ties to CES programs and activities.

The Dean of the College of Educational Studies is charged with overseeing all CES operations. The Dean reports to the Chancellor, who in turn reports to the President of Chapman University. Regular meetings of the Deans Council ensure that issues of importance in CES are discussed within the larger context of the university. In addition, a number of CES faculty serve in key positions on university-wide committees, further ensuring that CES needs and perspectives are represented at the university level. Interviews with the President, Chancellor, and Associate Chancellor indicated a clear understanding of the important role that CES plays within the university and a clear commitment to providing the necessary resources and support to enable CES to continue its ongoing improvement efforts.

The Credential Services office is a shared entity between Brandman University and Chapman University. It holds all of the MOUs for fieldwork placements for all credential programs, manages candidate credential records as candidates move through programs, and it recommends all credentials for both universities. In addition the Director of the Credential Services office coordinates the Teaching Performance Assessment (TPA) collection, scoring, and notification for the Multiple Subject and Single Subject credential programs.

As candidates complete program requirements, these records are entered into *Image Now*, a data management system used by the office. Both candidates and advisors can view the records as candidates move through credential programs. Actual credential recommendations are triggered in two ways. For candidates in the Multiple Subject and Single Subject credential programs, successful completion of the four required TPA tasks indicates that the candidate is eligible to be recommended for a credential. For candidates in all other CES credential programs, candidates are eligible to be recommended for credentials only after completing the exit interview, in which the Program Coordinator verifies that all competencies have been met.

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

**Findings**

Over the past several years, CES has developed and implemented an assessment and evaluation system for program and unit evaluation and improvement known as PISCES (Program Improvement System for the College of Educational Studies). PISCES is a system that enables CES to aggregate a wide variety of data from programs and to report results for all credential programs, undergraduate education programs, advanced degree programs, and overall unit operations. Within PISCES, each credential program independently gathers and records data on candidate coursework grades, fieldwork evaluations, scores on key assignments, and TPA results (MS/SS). At the unit level, data are gathered on unit-wide measures, such as faculty satisfaction and student support.

The PISCES system has been fully operational for one year, with some data having been collected and aggregated in the prior year. The PISCES “calendar” begins in the fall, when unit assessment staff develop and distribute spreadsheets for each program based on that program’s specific data collection needs. These spreadsheets are maintained by each program for data entry throughout the year. Program faculty and coordinators enter candidate data on assignments, course grades, fieldwork evaluations, and other measures of candidate proficiency. At the end of the spring semester, those data are compiled and sent to the CES Director of Program Improvement and Accreditation, who prepares an annual report summarizing data at the unit level. In many cases, unit-wide data are also disaggregated by program. The report serves as the basis for discussion by faculty and community partners at the CES annual retreat in August.

One of the things that the team found striking as it learned more about how PISCES informs program evaluation and improvement efforts is that program faculty and coordinators begin reviewing and analyzing the data as soon as they come in. Those analyses become the basis for formative discussions throughout the year. Because of this, virtually all faculty members are familiar with the data from their own programs as well as the data from related programs well before the publication of the annual report. For this reason, the August retreat serves less as a “first look” at unit evaluation results than it does as a structured examination of unit-wide data and a forum for exploring options for improvement across programs.

While data gathering and analysis through PISCES is only in its second full year, unit faculty were able to provide examples of how these data have been used to identify potential areas for improvement both in individual programs and across related programs.

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

### Findings

The College of Educational Studies is funded at a level equivalent to, or slightly greater than comparable colleges at Chapman University. Funds for tenure-track faculty salaries are allocated annually based on the number of faculty lines granted to CES. All other program costs are budgeted through an “enhancement” process by which the base allocation for each fiscal year is guaranteed to be no less than that of the previous year. To the base budget, the university annually adds “enhancement” funds, which vary from year to year. In addition to these, CES has endowment funds from several sources to use for discretionary purposes.

Interviews with the Dean and program faculty confirm that this combination of funds is sufficient to meet all program needs, as well as enabling the Dean to provide significant support for faculty teaching and special project needs. Decisions on how to distribute enhancement funds are made through a process in which the Dean provides information on the funds available each year, and faculty collaboratively discuss program needs and submit requests for these funds. The Dean reviews these requests and is able to grant a significant number of them each year from the combination of enhancement and endowment funds. Those requests that may exceed the amount of enhancement funds available to the CES in a given year are priced out in detail and submitted to the Chancellor for consideration. The Chancellor reviews such requests from across the institution and establishes priorities for possible future funding.

CES has also developed alliances with community partners to support special programs. For example, funding support for creating a professional development school at El Sol Academy—an independent charter school—was provided by Union Bank.

CES has 35 full-time faculty providing instruction across all credential and advanced degree programs, an increase of 3 FTE from the 2009-10 academic year. In addition to full-time faculty, CES credential programs make use of 19 part-time faculty. Part-time faculty ranks include CES Ph.D candidates who co-teach courses along with full-time faculty, and P-12 practitioners, some of whom also serve as collaborators and consultants in special projects for the College. CES faculty and programs are supported by 12 staff and 6 administrators.

All classrooms used for CES programs are equipped with media projectors and computers, and all have wireless Internet access. CES classes also have access to 14 computer labs and 4 videoconferencing facilities at the university. All rooms used as classrooms for credential programs are handicap accessible.

Information resources are a particular strength at Chapman University. CES candidates have access to an education-specific collection of over 20,000 items as well as a children’s literature collection of nearly 2900 items. In addition to monographs, CD, and DVD resources, the library

provides access to a wide range of online journals, e-books and e-reference resources. Online full-text journals specifically related to general educational topics number 592 and those specifically related to education theory/practice number 57. For both general education and special education, the library provides online access to the top 20 journals in each field. The Leatherby Libraries at Chapman University also serve as a portal to additional resources through an online interlibrary loan service (ILLIAD) that allows users to request articles, conference papers, books, and dissertation not available at the library. Each candidate has an ILLIAD account through which she/he can request materials and articles are often delivered electronically through these accounts. The candidates universally laud the library resources.

The library offers individual research consultations for CES students, faculty, and staff. These are available on a 1:1 or group basis. In-depth consultations may cover search techniques, resource recommendation, database searching, or other topics. Fully-equipped computer labs and individual work stations are located in the library for student, faculty, and class use. The education liaison librarian reported that many CES faculty bring classes to the library to take advantage of this service, in which cases she works with faculty members to tailor instruction specifically to those instructors' needs. In describing her work with CES faculty and candidates, she noted that when working with CES, she really felt like she was ~~a~~ valued member of a team."

CES's portion of overall university library funds for the 2010-11 fiscal year was \$20,000. In addition to these funds, CES has approximately \$6,600 in endowment funds to support library purchases this year. From these funds, the education liaison librarian reported that she is able to purchase all the award-winning children's literature each year as well as ~~v~~irtually everything faculty ask for."

During the semester, the Leatherby Libraries are open for 19 hours per day, Monday through Friday, and 16 hours per day on Saturdays and Sundays. In addition, a 24-hour study space with a food kiosk, restrooms, and several separate study rooms is located in the library for use by Chapman students.

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

### Findings

In both the teaching and services credential programs there are qualified faculty who teach courses, provide professional supervision and supervise field-based and clinical experiences. The faculty consist of full-time tenure and non-tenure line appointments, part-time faculty and university supervisors. Tenure track faculty hold the appropriate terminal degree, have extensive experience in public schools related to their teaching assignment and academic training, and engage in research about and with the P-12 schools and agencies. A hallmark of CES is the collaborative ethos that permeates faculty relationships and work. A manifestation of this is the way in which faculty teach across various programs in the College and shared courses that serve various credential programs. For example, both Educational Specialists and Multiple Subject candidates take EDUC 500: Literacy and Language together and School Psychology, Counseling and Educational Specialists take EDUC 602: Positive Behavioral Supports. Faculty note that shared teaching and mixed candidate groups in these classes affords candidates in each program an opportunity to learn from faculty and peers with a broader range of perspectives and experiences.

The hiring of tenure line faculty follows a rigorous process that entails broad advertising to ensure that a diverse pool has been recruited. The search committee is made up of faculty from the program requesting the position, faculty from other CES programs, and faculty outside the college because “the hiring of tenure line faculty is a whole university commitment.” Finalists are brought to campus and interviewed by the search committee, the CES Dean, and university administration.

Selection of part-time faculty and university supervisors is based on experience and expertise of the applicant in the content area as well as evaluations and recommendations from school districts and public agencies. The minimum requirement is a Masters of Arts, a minimum of three years of successful experience in the P-12 schools or agencies relevant to the teaching or supervision assignment, communication and interpersonal skills, knowledge of California curriculum and standards, and current best teaching practices.

The Education Director and Program Coordinators provide orientation and professional development to university supervisors and part-time faculty on a regular and systemic basis. The programs establish a course model syllabi and pair full time faculty with part-time to mentor them in the first delivery of the course. In certain instances, the Dean will provide a grant to enable part-time and full-time faculty to co-plan and co-teach a course.

Faculty pursue vigorous research agendas in and with the P-12 community, enabling them to serve their school district partners, maintain currency in the content they teach, and understand deeply the context of public schooling in the California, national and international arenas. Some examples of current research are: establishing a school psychology program in Vietnam, working on alternative communication with orthopedically impaired children in summer camp, co-research to support Lesbian, Gay, Bisexual, and Transgender Youth in public schools, evaluating software and curriculum for an online high school, language and literacy study of homeless children, mental health and resiliency studies. Candidates commented often on the “cutting edge” and up-to-date knowledge of faculty.

CES faculty reflect ethnic, racial, gender, and linguistic diversity with 20 percent of the faculty belonging to an under-represented group. The CES has expressed a strong commitment to the growth of that percentage. The faculty are knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity demonstrated by their current research and the way in which diversity and social justice themes are woven throughout the curriculum. The CES is dedicated to social justice and disability studies. Candidates and graduates understand this commitment and easily communicate it.

Course syllabi include activities and assignments that require candidates to demonstrate understanding of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools and use them to develop lessons and use data to drive instruction. TPA results and other summative evaluations measuring the competencies identified in the Program Standards in the Special Education, the Counseling, School Psychology, and Communication Sciences and Disorders programs corroborate the effectiveness of instruction in this area.

The College as a whole collaborates with stakeholders through Critical Colleagues, a structure that enables the College, programs and faculty to engage the P-12 community deeply by sharing program improvement data and engaging in substantive reviews of curriculum, fieldwork, and other issues. In this venue, partners collaborate, providing feedback and making suggestions for program modification and improvement.

In addition, faculty work closely with specific schools, such as El Sol Academy, sit on advisory boards, work as school psychologists in public schools as volunteers, and provide special services and supports. Together, faculty and members of the P-12 community write grants, share resources such as science and mathematics, kits, provide reading tutoring, sponsor AVID students on campus, provide professional development and targeted consulting.

The College of Educational Studies and the university provide support for faculty development in formal and informal ways. The College encourages faculty to be active in state and national organizations by supporting faculty travel expenses. Faculty can also write proposals to the Dean for special requests. The university has expanded the number of sabbaticals and provides seed money for research and development for new tenure-line faculty. In addition, new faculty have a reduced load in the first year of teaching to enable them to become integrated into the community and to establish their research agendas. New faculty also have faculty mentors to assist them in the acclimatization process.

Part-time faculty and supervisors are integrated into the community by faculty mentors and regular part-time faculty and supervisor meetings. The meetings inform them of changes, procedures and provide professional development. Tenured faculty, part-time faculty, and university supervisors have a close working relationship supported by the CES ethos of collaboration.

Each year, university student teaching supervisors attend two training and development sessions—one in the fall and one in the spring. In general, the session agenda addresses the following: performing effective observations and providing constructive input; writing effective evaluations; addressing student teaching logistical issues; and reviewing documentation procedures.

Program Coordinators in the Counseling and School Psychology Program provide district-employed fieldwork supervisors with the programs' Student Handbook, which contains detailed description of expectations for the practica and internship experiences, including all needed assessment forms. University supervisors orient district-employed supervisors to their roles in supporting candidates in clinical practice. In addition, the school-based supervisors participate in an annual training workshop each Spring and are visited each semester by one of the university supervisors.

All full-time faculty are evaluated through a university-established procedure. Upon hiring, faculty are provided with a clear template for the evaluation portfolio and the annual report processes. Reviews are conducted by faculty peers, the CES Dean, and the university Chancellor. Tenure line faculty are evaluated on teaching, service and research while working for tenure and promotion, while non-tenure line faculty are evaluated on teaching and service as they work toward promotion. All faculty are reviewed in every course by candidates, and only effective faculty are retained.

University supervisors are evaluated each semester. In the initial teaching credentials, the evaluation includes input from master teachers, student teachers, and other school site personnel, such as a department chair, assistant principal, or principal, if appropriate. The Program Coordinator or the Education Director reviews these evaluations and retains only effective supervisors. In the Counseling and School Psychology Programs, school-based cooperating supervisors who do not receive good rating from students and university supervisors are not invited to continue.



In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Findings**

Document review and interviews with candidates and faculty members provide clear evidence that CES admissions criteria and procedures are clearly defined and include all Commission-adopted requirements. Information provided for prospective applicants on the CES website, as well as in printed material, delineates the application process and required examinations and other materials that must be submitted by applicants.

Through review of documentation and interviews, it is clear that faculty and administration clearly articulate the goal of admitting high quality students who will be compatible with the program vision of social justice, and who represent the diversity of the local area schools. Outreach efforts target the counties of Los Angeles, Orange, Riverside, San Diego, and San Bernardino. Several approaches are used to encourage and support applicants from diverse populations. CES advertises in local print and broadcast media as well as online through social networking sites. Recruitment efforts include CES visibility at state and national conferences, as well as letters sent to regional K-12 administrators. In addition, the program participates in job fairs and other recruitment efforts on other campuses throughout the area, including community colleges.

Decisions about admissions are based on multiple measures of candidate potential for professional effectiveness. Each applicant must submit a vita documenting pre-professional experiences, letters of recommendation, and a writing sample to demonstrate effective communication. In addition, each applicant is screened through an interview process. Applicants for the MS, SS and Special Education credential programs participate in an individual intake interview with the Education Director to assess personal characteristics, prior experiences, and sensitivity to California's diverse population. Applicants for School Psychology and School Counseling credentials are interviewed in groups as well as individually, while candidates for the Speech-Language Pathology credential (in the Communication Sciences and Disorders program) are interviewed individually, providing faculty the opportunity to assess each applicant's professional dispositions and ability to interact in collaborative settings. The personalized interaction between faculty and applicants throughout the admissions process allows CES to "front-load" an understanding of program philosophy and expectations, beginning with orientation sessions and undergraduate coursework, in order to ensure a well-qualified pool of applicants.

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

### Findings

The Education Director and Program Coordinators are assigned and available to advise applicants and candidates throughout programs, from admission to program completion. The Education Director and the Services Credential Coordinators conduct an extensive intake interview to identify candidates with the potential to be successful. The services credentials also have a group and individual interview process to identify potential candidates. Once candidates are admitted, Program Coordinators are assigned to provide primary advisement. In addition, candidates have liberal access to course faculty and university supervisors. Repeatedly, candidates stated that one of the outstanding qualities of the college is the support provided by faculty, reporting that ~~no~~ "no door is ever closed."

Candidates access web-based and print documents to guide their completion of program requirements. Candidates use the electronic software *Web Adviser* to track their course requirements and *Image Now* to monitor their meeting of program requirements. Each credential program has a Fieldwork or Student Teaching Handbook to guide the completion of field experience requirements. Multiple and Single Subject Candidates have access to workshops to support the completion of the CalTPA tasks. Writing fellows are available to assist candidates with writing difficulties. The University Catalogue informs candidates of other support services provided by the campus, students' rights and responsibilities as well as the appeals and grievance processes.

The initial teaching and advanced services credentials have clear program competency requirements that are monitored by faculty, university supervisors, and school-based supervisors, who provide multiple types of support and assistance to candidates as they progress through the program. When faculty or supervisors become aware that a student is having difficulty or is at risk of not meeting program requirements, they initiate a remediation process that involves program faculty and the Associate Dean. If the candidate is in the field, university and school supervisors are brought into the process. If the candidate does not successfully complete the remediation, the candidate will not be retained in the program. This occurs rarely, due to the extensive intake interview process. There is a university appeals process governed by a standard set of procedures found in the college catalog.

Through the *Web Adviser* and *Image Now*, faculty have full access to candidate performance and progress data to guide advisement and support. The Education Director and Program Coordinators provide updates to university and school supervisors on candidates and their specific needs as they transition from early field experience into student teaching or final fieldwork in the services credential. All programs have a capstone experience that provides summative data about candidate competencies to inform the credential recommendation process.

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

**Findings**

The College of Educational Studies has recently developed a new structure to collaborate with stakeholders by creating an advisory group known as “Critical Colleagues,” consisting of school district partners, graduates and professional colleagues. In this new venue, stakeholders receive CES performance data and have opportunities to provide feedback and make program modification suggestions. This provides opportunities to design and evaluate a planned sequence of field-based and clinical experiences.

The initial credential programs (Multiple Subject, Single Subject and Special Education) provide a developmental and spiraling curriculum, related coursework and fieldwork, and content that develops candidates’ knowledge and skills for successful teaching in California public schools. The faculty and staff of the College of Educational Studies expect candidates to analyze, implement, and reflect on the relationships among foundational issues, theories, and professional practice related to teaching and learning. The requirement to analyze, implement, and reflect extends to the candidates’ experiences during fieldwork and student teaching.

Candidates and graduates remarked on the usefulness of the “praxis” or early fieldwork in providing school context to coursework and preparing them for student teaching. They commented often on how much they did reflect while admitting its effectiveness. They articulated clearly the research-based nature of their preparation, stating, “we are prepared to explain to others why we are using a particular strategy.” Candidates and graduates confirmed that they are prepared to “use data to drive instruction in standards-based classrooms.”

Candidates in the School Counseling Program area must complete a minimum of 100 hours of practicum fieldwork and 600 hours of internship/final fieldwork. The majority of these hours must be completed in a K-12 public school setting. All hours must be under the supervision of an experienced professional with a pupil personnel credential in school counseling and at least 2 years of experience. In their capstone field courses, candidates demonstrate that they have met program competencies.

Candidates in School Psychology complete a minimum 450 hours of seminar and fieldwork practica in an approved public school or agency setting. A minimum of 300 hours must be completed in a P-12 public school setting. A maximum of 150 hours of experience may be completed at an approved community agency or private schools. Candidates complete their fieldwork requirement by completing a total of 1,200 hours of supervised field experience.

Candidates in the Communication Sciences and Disorders program complete clinical practice each of the six semesters of the program culminating in a 15 week practicum.

In the advanced services credential programs, candidates keep a daily log and reflective journal. Their performance in the field is evaluated by both the site supervisor and university instructor. Candidates also reflect on and evaluate their own performance by completing self-assessments. These evaluations are discussed and reviewed by candidates, university supervisors, and site supervisors.

The initial teaching and the advanced services programs have established criteria for the selection of school sites in collaboration with school partners. Before any placement can be made for any program, including internships, the CES and the school district must sign a Memorandum of Understanding (MOU). The original copy of the MOU is housed in a database maintained by the Credential Services Office.

For the services credential programs, fieldwork sites must be approved by the Program Coordinators. Approved fieldwork sites must provide supervision from a credentialed school psychologist or school counselor who has at least two years' experience in the field. Site supervisors may be responsible for no more than two fieldwork candidates at one time; provide opportunities to work with candidates of different cultural and socioeconomic backgrounds; provide experiences with students/clients of varying ages, developmental levels, and abilities; and provide experiences with general education, special education, and other related services.

In the Multiple Subject, Single Subject, and Special Education Programs, the Education Director meets or communicates with the school- or the district-level administrator who would be responsible for candidate fieldwork placements prior to the establishment of a school site for a fieldwork assignment or student teaching,. A significant purpose of the meeting or communication is to ensure candidates would be placed with teachers who are not only experienced, but have demonstrated mentorship skills and whose practice is indicative of their understanding of effective pedagogy and best practices.

Candidates in all credential programs are placed in diverse settings in both early field experience and student teaching or final fieldwork where they are supported by qualified clinical personnel and university supervisors. In these diverse settings, candidates have opportunities to apply the research-based strategies and interventions they have studied in the required diversity and inclusion classes of the credential coursework. Candidates clearly articulated the reiterative manner in diversity and disability topics are covered program curricula and their opportunity to apply strategies and interventions in the sequence of field experiences and student teaching.

## Standard 8: District-Employed Supervisors

## Standard Met with Concerns

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

### Findings

Master teachers in the Multiple and Single Subject Programs are selected by the schools or school districts in which they are employed, but they must meet requirements established by the College of Educational Studies. The requirements include Permanent status; years of teaching experience (a minimum of three); English learner certification and experience working with English learners; evidence of successful standards-based instruction; leadership experiences, e.g., department chair and curriculum committees; and mentoring and collaboration skills.

Similarly, in the Special Education Program, master teachers are selected by the schools or school districts in which they are employed and must meet basic requirements established by the College of Educational Studies. Master teachers are required to hold the same credential that the student is pursuing and have a minimum of two years of experience. The Special Education Supervisor of Student Teaching works with approved districts to collaboratively identify specific master teachers and pair them with candidates. In the course of the site visit, however, reviewers found that there is not a systematic process to ensure that Special Education Intern Candidates have a site-based supervisor (support provider or coach) and there were no criteria identified for the selection of support providers. In addition, the team found no evidence to indicate that site-based supervisors in the Special Education Intern program are systematically trained and oriented to their roles, evaluated, or recognized by the institution.

In the Counseling and School Psychology Programs, site-based supervisors are selected by the school districts or school sites in which they are employed, but must meet basic requirements established by the College of Educational Studies. The school site supervisors must be credentialed in the specialization, have two years of experience and may work with only two candidates at a time.

The initial teaching programs and the advanced service credentials, with the exception of the Special Education Intern Program, have established a criteria-based process with partner school districts to select site-based supervisors who are knowledgeable and supportive of the academic standards. This process is reviewed in partnership meetings such with stakeholders, such as Critical Colleagues.

Program Coordinators in the Counseling and School Psychology Program provide site-based fieldwork supervisors with the Student Handbook, which contains detailed description of expectations for the practica and internship experiences, including all needed assessment forms. University supervisors orient district-employed supervisors to their roles in the candidate fieldwork process. In addition, the school-based supervisors participate in a workshop training annually in the Spring and are visited once each semester by one of the university supervisors. In the Services Programs, school-based cooperating supervisors who do not receive good ratings from students and university supervisors are not invited to continue supervising candidates.

In the initial teaching programs, the university supervisor meets with the master teachers to review expectations, provide necessary forms and orient them to their roles in the fieldwork process. The university supervisor also checks in with the master teacher during visits and periodic three-way conversations are held between the university supervisor, the master teacher and the candidate. Each semester, master teachers are evaluated by the Education Director of the College of Educational studies who reviews university supervisor evaluations of master teachers, candidate evaluations of master teachers, university supervisor and master teacher evaluations of student teachers, and any correspondence pertaining to candidate performance and master teacher performance.

Master teachers in the initial teaching programs are paid a stipend in recognition of their work. The school based supervisors in the Counseling and School Psychology Programs are provided access to the university library in recognition of their service, and school based supervisors in the Communication Sciences and Disorders program are paid a stipend.

### **Rationale for the Standard Finding**

Standard 8 is ***Met with Concerns*** because there was a lack of evidence that in the Special Education Intern Program:

- 1) there is a process for selecting district-based supervisors who are knowledgeable and supportive of the academic content standards for students which is based on identified criteria;
- 2) district-based supervisors (support providers) are certified and experienced in either teaching the specified content or performing the services authorized by the credential; and
- 3) district-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Candidates, faculty and the Special Education Program Coordinator explained that Intern candidates had site-based supervisors only if the school district assigned and trained one, which was rarely the case.

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Findings**

Based on interviews and assessment data, it was clear that CES candidates know and demonstrate the professional knowledge and skills necessary to effectively educate all candidates and support them in meeting state-adopted standards.

Reviews of assessment data, including fieldwork evaluations for all programs, as well as scores on key assignments (School Counseling, School Psychology, Speech-Language Pathology), portfolios (Education Specialist), and the Teaching Performance Assessment (Multiple and Single Subjects), indicated that all candidates meet the Commission-adopted competency requirements.

In all cases, interviews with cooperating professionals and district leaders confirmed the assessment data. Interviewees all agreed that CES candidates are held in high regard throughout the region for their professionalism as well as their skills in collaboration. In addition, CES graduates were described as exceptionally well prepared to educate and support diverse learners, drawing knowledgeably on a wide range of effective strategies.

# Teaching Credentials

## Multiple Subject Multiple Subject BCLAD, Spanish Single Subject

### *Program Design*

The Multiple (MS) and Single Subject (SS) Credential Programs are intentionally designed to promote leadership and reflective action within the institution and among its constituency in the larger community. Candidates enter either credential program upon completion of an undergraduate degree and can choose between a credential or a credential plus a Master's degree (MAT or MAE), which can be finished in three semesters. Until December of 2011, the Multiple Subject program is authorized to offer a BCLAD credential in Spanish.

Program structure is organized to allow new candidates to begin the program in fall, spring or summer semester. Faculty reported that they often “adjust course content to accommodate special needs”, such as bilingual candidates’ course requirements, or candidates who need to take courses slightly out of the normal course sequence. This ability to adjust course content to meet individual student needs allows candidates greater access to courses and completion of program in a timely manner.

The university has demonstrated support for ethnic and linguistic diversity through retention of its BCLAD Program, which has six (6) candidates enrolled this year. In addition, programs recruit AVID students and host them on campus. Candidates interviewed stated that they felt supported by the faculty during the difficult job market, as faculty made them aware of openings and recommended them for positions as jobs become available. Together the programs graduate approximately 40-50 candidates per year, around 90% of the candidates also earn a MAT/MAE.

All candidates in the MS and SS programs begin their teacher preparation with strong field-based “praxis” experiences tied to coursework. Praxis consists of early field experiences that engender both practice and reflection in the Freirian sense of the word. The praxis experience moves candidates in a progression from observation, through one-on-one, to small group work, which readies candidates for their culminating student teaching experience in the last semester of their program. Candidate’s first praxis experience is at the CES Children’s Library where area children/youth are brought in for literacy workshops. Later experiences are in varied local districts, and monitored through class attendance and paperwork from their praxis classroom teacher. Program completers commented on the “vital importance of the praxis experience” in preparing them to be ready for student teaching. Current candidates also repeatedly reported that “the praxis part of our program is helping prepare us learn classroom management techniques, practice instructional strategies we are learning in classes and write lesson plans.” Candidates see their instructors as effective leaders and caring individuals who make them “feel like you are treated more like a person than a dollar sign.”

Leadership and mentoring is evident in the amount of interconnectivity within the College of Educational Studies. Also evident is the significant amount of time and effort faculty have dedicated to building relationships and writing grants in collaboration with community partners. Both program completers and adjunct faculty spoke to past and current collaborations on grant



writing projects, and especially how those grants made a difference in their learning process. Faculty also stated that funding, especially for the BCLAD Program, helped make the program more accessible and affordable to underserved students.

Two full time faculty Program Coordinators (MS and SS), work together with the full time faculty Education Director to ensure that all candidate and program needs are met. The MS Program Coordinator and Education Director sit on the Advisory Board for El Sol Elementary in Anaheim USD, and with other local districts and professional groups. Their responsibilities include convening monthly meetings and organizing faculty retreats and Advisory Board stakeholders meetings. The Education Director also organizes supervisor meetings, helps instructors with praxis placements and collects and organizes candidate work products from their praxis experiences. In speaking with praxis master teachers and university supervisors, it is clear that the Education Director maintains strong connections with University Supervisors and Master Teachers in the field. The Program Coordinators and Education Director are also responsible for collecting, compiling, and publishing program data and working with faculty at various retreats and meetings to ensure a process of data mining and curriculum mapping that guide programmatic recommendations and changes.

### ***Course of Study (Curriculum and Field Experience)***

Candidates develop foundational knowledge as they complete coursework pertaining to (1) philosophical, historical, social, and political foundations of education (2) health and development, (3) technology, and (4) social justice. Faculty discussed the importance of candidates developing content knowledge as well as the ability to teach in a manner that not only promotes learning, but also facilitates the acquisition of knowledge of the Teaching Performance Expectations (TPE) and the California K-12 Academic Content Standards. Bilingual candidates take methods courses taught by bilingual faculty or a team of faculty. Also, these candidates take an additional course specifically designed for Spanish Language Development, Literacy and Learning for Bilingual Settings. Candidates also complete a series of praxis experiences designed to integrate coursework knowledge with teaching practice. The Education Director and course instructors work jointly to place candidates and to provide necessary support during fieldwork experiences. Documentation and the program process ensure that candidates who are not adequately prepared to teach are counseled out of program.

All courses are offered in the evening to accommodate candidates who work during the day; however, candidates are required to make arrangements to participate in fieldwork during the school day. In some extreme cases, alternative sites are provided for working adults in a limited number of evening and weekend praxis experiences. Initial praxis experiences in public schools or at the beginning of program at the Chapman University's Muth Reading Center are required. Candidates stated that praxis experiences were the most valuable part of program, particularly the varied nature of different school placements, which they felt prepared them especially well to be flexible and to adjust to different learning environments.

The Education Director teaches a TPA introductory course every semester and makes sure that candidates are well informed about the TPA process. Program completers stated that the Education Director always gave them timely responses to their questions, and they expressed a feeling of complete satisfaction with the help they received to complete the TPA tasks.

Over the last two years faculty have made the following modifications to programs: 1) begun a major review of all fieldwork relationships and are currently discussing a range of new initiatives; 2) completed a review of program vision and mission and how this vision and mission is communicated through coursework and fieldwork; and 3) revised courses in collaboration with the secondary, special education, counseling, and school psychology programs in response to changes in the field, changes in state and national program standards, and in response to candidate feedback.

### ***Candidate Assessment***

Candidates are assessed throughout the MS and SS programs, from the beginning assessments in the praxis experiences until mastery of the Teaching Performance Expectations (TPE) are verified. Candidates have multiple opportunities to gain practical experience before undertaking student teaching. During praxis experience coursework, candidates have their performance verified according to criteria specified on the Praxis Record Form. Assessment of each praxis experience is done at the end of each placement, and MS and SS programs use the same evaluation forms to measure candidate performance during praxis.

During a candidate's student teaching experience, their progress and mastery of the TPEs are assessed every-other-week for fourteen weeks through clinical observations set up between the candidate and the university supervisor. The university supervisor records information on the Teaching Observation Form, a document whose content is based on the TPEs. Furthermore, each student teacher receives a formative (mid-placement) and summative evaluation by the master teacher as well as by the university supervisor. University supervisors stated that candidates who were not successful in their student teaching placement are removed from their program. They also described various cases in which the Education Director moved student teachers to alternate placements when a particular placement was not a good match or learning situation for the student teacher. Most university supervisors oversee both SS and MS student teachers. Evaluations for student teaching are triangulated through a process of candidate's evaluations of university supervisors, university supervisor evaluations of master teachers and master teacher's evaluations of their candidates.

A candidate's ultimate competence with regard to the TPEs is evaluated by the administration of the four tasks of the California Teaching Performance Assessments (CalTPA). The Education Director is responsible for convening University Supervisors and collecting and organizing all evaluation forms, coordinating with Credential Services to manage submission numbers, retakes, data for faculty review and any information to help students better prepare for successful TPA submission. Program completers and candidates stressed how helpful the Education Director was/is with making sure all candidates have the information and support they need to be successful in their programs, and emphasized the Director's accessibility and responsiveness to their individual questions.

The tasks of the CalTPA are taken at various stages during the program to ensure the candidate has acquired sufficient coursework information and knowledge to successfully complete each task. Candidates complete CalTPA Task 1: Subject Specific Pedagogy Task during the first semester of the program; Cal TPA Task 2: Designing Instruction Task during the second semester of the program; and CalTPA Task 3: Assessing Learning Task and TPA Task 4: Culminating Teaching Experience Task in conjunction with student teaching, usually in semester

three. Candidates receive notification of passage or the need to retake individual TPA tasks directly from the credentials analysts in the Credential Services Office.

### **Education Specialist Mild/Moderate, Internship Education Specialist Moderate/Severe, Internship**

#### ***Program Design***

The College of Educational Studies (CES) offers two Education Specialist (ES) Credentials in Mild/Moderate (MM) and Moderate/Severe (MS) disabilities, both Level I and Level II, as well as an MM and MS internship option for Level I. The program is “teaching out” its current Level I and Level II MM and MS programs. The Preliminary MM and MS programs have transitioned to the newly adopted CTC Education Specialist standards and students are now enrolled in the transitioned program.

The new ES Preliminary Programs were designed by representative stakeholders, CES faculty, former graduates, CES staff, district administrators and university administrators over the course of six months, and the programs began operating in Fall 2010. The new credential programs are based upon the core CES values, the new Education Specialist credential program standards, evidenced-based practices, the Teacher Performance Expectations (TPEs), the California Standards for the Teaching Profession (CSTP), and emerging theory and best practice. It is anticipated that the Level II program may continue for up to five years or until all current Level I and Level II students have completed the program.

The Education Specialist programs prepare candidates to serve as special education teachers in K-12 public schools in inclusive, resource, and special day class settings. The program is coordinated by a full-time faculty member who is a former special education teacher, high school transition specialist, and expert witness in the areas of inclusive schooling and positive behavioral supports.

Approximately 35 candidates total are admitted to MM and MS programs each year. Approximately 85% of candidates are hired on Internship credentials and consequently complete their student teaching within their own classrooms. Each year the CES enters into Internship agreements with approximately 20-25 school districts within the university’s service area. The program encourages Interns to complete three units of student teaching in their first semester. According to the Program Coordinator, this arrangement allows candidates to have both university support and a lighter academic load during their first semester of classroom teaching.

#### ***Course of Study***

In general, the courses are common across the MM and MS Education Specialist Preliminary Credential programs. One methods course and one student teaching practicum distinguish the MM from the MS program. A small number of candidates complete both the MM and MS programs concurrently. In addition, many of the courses for the Special Education credentials are integrated with the courses that multiple or single subject candidates complete and other courses are integrated with courses that the Pupil Personnel candidates complete.

During the course of their programs, candidates are required to participate in a variety of fieldwork experiences in schools. The fieldwork and respective assignments provide candidates an opportunity to apply theory into practice and prepares them to fully meet all program competencies by the culmination of their programs. Instructors for these integrated fieldwork courses supervise all candidate activities and assist candidates in identifying and gaining access to classroom settings and schools. Both program candidates and course instructors interviewed confirmed that integrated fieldwork courses provide candidates opportunities to apply theory into practice, view a variety of service delivery models, work with a wide range of diverse students, including English Language Learners, experiment with new strategies, collaborate with various of professionals, gain experience with families, and prepare them for assuming full classroom responsibilities.

A combination of full-time and part-time faculty teach the programs' courses and there is close collaboration between part-time and full-time faculty to ensure that course content is appropriately delivered. The majority of the courses are taught by full-time faculty in the special education, multiple and single subjects, counseling and school psychology program. Part-time faculty are highly competent practitioners currently working in the public schools or for a Special Education Local Plan Area (SELPA), former CES graduates, CES doctoral candidates, or retired teachers and district administrators who have taught for Chapman University for many years. The Special Education Coordinator, full-time faculty, and special education candidates all reported that the part-time instructors play a critical role in providing information to full-time faculty on current research-based assessment and instructional practices that are being used in school districts.

It was confirmed through interviews that University Supervisors for the EDS programs have the same credentials as the candidates they are supervising and have four or more years of experience. The Student Teaching Supervisor meets with University Supervisors at the beginning of each semester to introduce them to their candidate(s), to review the procedures and expectations for supervision, to review any program changes, and to review the required observation and evaluation forms and the schedule for their use. If a University Supervisor is new to the program, the Student Teaching Supervisor meets with him/her individually and reviews all of the above in addition to providing information on the program structure, student handbooks, fieldwork required prior to student teaching, and the like. Candidates provide written feedback on University Supervisors, as well as evaluating the quality of the fieldwork experience during the Exit Interview.

According to interviews with master teachers and candidates, the University Supervisor meets with the Master Teacher to review the Student Teacher Supervisor Handbook and required observation and evaluation forms, as well as meeting during the site visitations to discuss the student teacher's progress.

The team found that fieldwork support for Special Education Interns was not as consistent as it is for student teachers. Interviews with Interns and program faculty revealed that qualified District Support Providers were not assigned in the majority of Internships. In the limited cases where a support provider was assigned, the support provider was usually a regular classroom teacher or school principal who does not possess an appropriate special education credential.

### ***Assessment of Candidates***

Each candidate is evaluated in multiple ways, and at multiple points, in the program to determine if the candidate is successfully meeting or has met all professional standards. Candidates are evaluated by assessors who hold a California authorization in the candidate's credential area, hold/held an out-of-state teaching credential in the candidate's credential area, or hold related credentials and have experience working with students in the candidate's credential area. All assessments are described in detail for the students and include the assessment rubrics. The assessments are also discussed in classes and in advising sessions to ensure that candidates know what proficiencies are being measured and how they will be assessed. If a candidate has a GPA lower than a 3.0 the Program Coordinator schedules a meeting with the candidate to discuss their coursework. If a candidate receives a grade of C+ or lower in a course, the candidate is required to retake that course.

The Special Education Credential Programs (both Mild/Moderate and Moderate/Severe) have identified key assignments in the Preliminary Programs that assess candidates' competencies across many program standards. Candidates scoring poorly on any key assignment meet with the Program Coordinator to discuss strategies for improvement and to identify additional support the candidate may need. In the event a candidate demonstrates a pattern of low performance, the Program Coordinator discusses with the candidate whether or not the program is a good match for the candidate's career ambitions. Candidates who are unable to meet program requirements are dropped from the program.

As one form of summative assessment, candidates develop a student teaching portfolio that contains key artifacts from their student teaching experience. These performance artifacts include, at a minimum: (a) sample lesson plans and associated materials, (b) a completed behavior plan, (c) notes from meetings with students' families, (d) information on an in-service training session the candidate conducted, and (e) additional materials the candidate wants to include. The university supervisor rates the portfolio on a scale from 1 (Far Below Expectations) to 4 (Exceeds Expectations). Candidates who obtain a score of 1 or 2 on the portfolio are required to attend a meeting with the university supervisor to develop a plan of action for correcting areas of deficiency. This plan of action may result in the candidate's retaking a course(s), taking additional units of student teaching, being dismissed from the program, or implementing other remedial strategies.

The Supervised Instruction Evaluation is completed by the university supervisor and the master teacher (if applicable) at the end of each semester student teaching is done. The university supervisor and master teacher evaluate the candidate's performance in the 13 areas of the California Teaching Performance Expectations (TPE) which are organized under the 6 major domains of the California Standards of the Teaching Profession (CSTP).

After successful completion of all coursework, including student teaching, the candidate schedules a meeting with the Program Coordinator. At this meeting, the Program Coordinator ensures that all program requirement have been met (using the University's *Webadvisor* - Program Evaluation system). As the student completes the Preliminary program, an ~~Individual~~ "Development Plan" is drafted which includes recommendations for further study during the candidate's Clear Credential/Induction Program.

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

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**, with the exception of ***Program Standard 1: Program Design, Rationale and Coordination*** and ***Program Standard 16: Assessment of Candidate Performance*** which are **Met with Concerns**.

### ***Rationale***

#### ***Program Standard 1: Program Design, Rationale and Coordination***

Standard 1, for an Intern delivery model, requires that "...partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program." The team was unable to confirm that interns are supervised by both partners throughout the program.

#### ***Program Standard 16: Assessment of Candidate Performance***

The team was unable to confirm that the following requirements from the standard are met for each Education Specialist candidate: "Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area."

## **Services Credentials**

### **Speech-Language Pathology**

The Speech-Language Pathology Program at Chapman University is titled the Communication Sciences and Disorders program (CSD), and will be referred to as such in this document, and the CSD program is accredited by ASHA.

#### ***Program Design***

The Communication Sciences and Disorders (CSD) Program is a two-year, full-time-only, master of science cohort program with a comprehensive six-semester off-campus fieldwork and practicum component. The program, which prepares speech language pathologists to work in California's schools, was granted Initial Accreditation by the American Speech Language Hearing Association (ASHA) through the Council on Academic Accreditation (CAA) on August 3, 2009.

The CSD Program has a Program Coordinator, three full time tenure-track faculty, a fieldwork coordinator, five part-time faculty, and six part-time university supervisors. The Program Coordinator is responsible for the overall operation of the program, attends Chapman's monthly Program Coordinators Meetings, chairs the CSD Program Cluster meetings twice a month, and reports directly to the Dean. The Program Coordinator is also the academic advisor for all candidates. Candidates schedule a meeting with the Program Coordinator each semester in order to review grades, clinical hours, and remediation plans if needed.

The program is composed of 64 units, 12 of which are practicum in schools and agencies in five counties that surround Chapman University. Thirty candidates are admitted each fall semester and take courses in a structured three-course and one-practicum sequence for six semesters including required full-time summer sessions. Candidates, supervisors, and faculty have provided input to help the program make minor changes during the first 18 months of operation, including identifying field placement locations, supervisors, and methods to increase candidate support. CSD has a large, active Advisory Committee consisting of community members who meet annually each spring.

#### ***Course of Study***

The sequence of course work ensures that candidates finish their master of science degree in two years. Candidates must complete 400 fieldwork clock hours in schools and other settings. Candidates start by completing 45 hours of field work in the first term with 100% supervision to 105 hours of fieldwork in their last term with a minimum of 20% supervision. All courses have content that must be put into practice in the fieldwork placement. Through interviews, supervisors, faculty, and candidates all indicated that the sequence of course work was developed thoughtfully and effectively supports candidates in acquiring program content.

Candidates may enter fieldwork only after they have taken the pre-requisite academic courses. They are assigned to fieldwork placements each semester by the program's Fieldwork Coordinator, who balances candidates' experiences and supervisors to assure coverage of all nine areas of disorders and across the birth to 22 year age span. Candidates are supervised by the On-Site Supervisor, who is with them every day in their schools, and by the University Supervisor,

who conducts their practicum classes on campus and directly supervises on-site two times each semester. On-Site Supervisors are required to have taken a supervision course, and the University offers the supervision course free of charge to all On-Site Supervisors each spring.

### ***Assessment of Candidates***

Candidates are assessed on CSD program competences in two ways and at five points in the program. There are four formative assessments and one summative assessment. The summative assessment of candidates occurs in the capstone course. Assessment data on clinical ratings indicate that all candidates in the first cohort are meeting the requirements. If a candidate is having problems, a remediation plan is developed using the CSD Remediation Form. The faculty member/supervisor and the candidate agree upon a single measurable outcome, and a step-by-step plan is developed including required dates of completion. The first cohort of candidates will be completing the program in May 2011.

## **School Psychology School Psychology Internship**

This program is accredited by the National Association of School Psychologists (NASP). Because CTC has adopted an alignment matrix with NASP, reviewers focused its review on CTC program standards 8, 16, 25, and 26.

### ***Program Design***

The College of Educational Studies offers a Pupil Personnel Services credential with authorization in School Psychology along with a joint Educational Specialist Degree (Ed.S.) in School Psychology/MA degree in Educational Psychology. The School Psychology Program admits a maximum of 20 students in the fall semester only. The School Psychology Program is coordinated by a full-time faculty member, and the majority of courses are taught by full-time faculty members. The program coordinator convenes program area faculty meetings monthly which include both full and part-time faculty to discuss program improvements, data collected through PISCES and review candidate progress and status. Currently, the School Psychology Program has four full-time faculty members and four core part-time faculty members, two of whom have faculty rank as Adjunct Assistant Professors. The program is supported by the Administrative Support Team which liaises with other units in the university including the credential office.

The School Psychology Program consists of 69 semester credits and is designed to be completed in three or four academic years, depending on a candidate's choice of full- or part-time study. The majority of candidates choose a full-time course of study and complete the program in three years. All courses are held in the evenings, Monday through Thursdays, from 4:00 p.m. to 6:50 p.m. or 7:00 p.m. to 9:50 p.m. Candidates can earn the MA in Educational Psychology after completing 54 credits, preparing a professional portfolio and passing an oral interview. Candidates earn the Ed.S. degree in school psychology and the Pupil Personnel Services credential after completing 15 additional credits (for a total of 69), obtaining a minimum score of 165 on the ETS Praxis examination in school psychology, preparing a professional portfolio, and passing an oral examination.



Over the last two years, faculty have: 1) added a new course based on candidate and graduate feedback and made revisions in several others; 2) updated all coursework and syllabi to align with the new NASP standards revisions; 3) revised courses in collaboration with the secondary, special education, counseling, and school counseling program areas in response to changes in the field, changes in state and national program standards, and in response to candidate feedback; 4) updated and prepared detailed descriptions and rubrics for all student assessments; and 5) identified eight assignments to assess program implementation and to facilitate program improvement.

Acceptance into the school psychology program is based on multiple criteria and final admission decisions are made based on a holistic assessment of applicants' qualifications, including applicants' performance in the individual and group interviews. The admission process includes feedback from all full-time faculty.

### ***Course of Study***

The School Psychology Program is approved by the National Association of School Psychologists (NASP). The curriculum reflects NASP standards, California program standards, and the program's "Big Ideas," of collaboration, cultural competence, oral communication, self-reflection, tolerance for complexity and ambiguity, written communication, commitment to service and advocacy, building solutions for children through an appreciation of their strengths and resources, and understanding children both as individuals and as participants in systems.

Most courses are unique to the School Psychology Program while a few courses are shared with the School Counseling Program and other programs in the College of Educational Studies. At the beginning of the program candidates are placed in a cohort that takes most of the same classes throughout their tenure. Additionally each candidate is paired with a current second- or third-year candidate in the program who provides mentoring. In their first year, candidates take courses that provide a foundation in school psychology content. After the first year, candidates meet individually with two of the full time faculty for advisement purposes. In the second year candidates start a practicum process and integrate additional course content, including key assignments, into their practicum experience. The last year of course content is focused primarily on content used concurrently with the required fieldwork courses.

In addition to content-focused coursework, candidates in the School Psychology program area must complete a minimum of 450 hours of practicum and 1,200 hours of fieldwork. The majority of these hours must be completed in a K-12 public school setting. All hours must be under the supervision of an experienced professional who holds a valid pupil personnel credential in school psychology and has practiced for at least two years. The school psychology Internship credential is required for all pupil personnel services credential candidates who seek to be paid during their field experience.

Candidates meet with a university supervisor for a minimum of 15 hours of seminar discussion and group supervision each semester. Employers and District Supervisors reported that the School Psychology candidates from Chapman University are qualitatively superior to candidates from surrounding institutions. Site supervisors verified and identified key assignments that candidates were required to complete at their fieldwork sites. In several interviews, site-based supervisors reported that Chapman candidates play a vital role in keeping their sites informed of changes in the school psychology research and recommended practices.

### ***Assessment of Candidates:***

The graduate program in school psychology uses both formative and summative assessments to evaluate candidate competence. All assessments and scoring rubrics are introduced to candidates in their introductory courses and through the Student Handbook. In addition to the “Key Assignments” the program includes self-assessments during practicum and fieldwork experiences, ETS Praxis scores, and Portfolio rubric scores as a means to assess overall candidate competency. Data on the “Key Assessments” indicates that candidates are meeting all program requirements. Candidates are made aware of their progress by direct feedback from faculty and through regular meetings with faculty advisors.

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

After review of the institutional report, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

## **School Counseling School Counseling Internship**

### ***Program Design***

The School Counseling Program is coordinated by a full-time faculty member and the majority of courses are taught by full-time faculty members. Currently, the School Counseling and School Psychology Programs have four full-time faculty members and four core part-time faculty members, two of whom have faculty rank as Adjunct Assistant Professors. The School Counseling Program admits a maximum of 20 students in the fall semester only. Communication within the credential program and within the institution regarding the program is accomplished by monthly meetings of the school counseling full-time faculty and biweekly meetings of all CES faculty, during which program issues are discussed. The program area is supported by the Administrative Support Team which liaises with other units in the university, including the credential office.

The PPS School Counseling Program consists of 48 semester credits and is designed to be completed in two or three academic years. All courses are held in the evenings, Mondays through Thursdays. Most courses are unique to the School Counseling Program, while some of the courses are shared with the School Psychology Program and other College of Educational Studies programs. The program includes three units of practicum and six units of final fieldwork for total of 700 hours of field experience. After successful completion of required coursework, fieldwork experience, an oral exit interview, presentation of a professional portfolio, and passing the ETS Exam in School Counseling, candidates receive a PPS credential and a master’s degree in counseling.

Over the last two years faculty have: 1) added a new course based on informal candidate and graduate feedback and made revisions in to several other courses; 2) updated all coursework and syllabi to align with the new developments in the field; 3) revised courses in collaboration with the secondary, special education, counseling, and school psychology program areas in response to changes in state and national program standards and in response to candidate feedback; 4) updated and prepared detailed descriptions and rubrics for all student assessments; 5) instituted

more meetings with site supervisors and more coordination of part-time faculty; and 6) increased library resources.

### ***Course of Study***

Issues of diversity, socially just communities, working with families and second language learners are central to the vision and mission of the School Counseling Program and permeate all of its courses. The program collects data on six key assignments in five courses to help ascertain program implementation and to facilitate program improvement. Practica and internship experiences are coordinated with coursework both in terms of what courses must be completed before taking part in field experiences and what courses are to be taken concurrently with the practicum and fieldwork experiences.

At the beginning of the program candidates are placed in cohorts. Candidates in these cohorts take the majority of classes together throughout their time in the program. Additionally, each candidate is paired with a current second- or third-year candidate in the program who provides mentoring. All candidate interviewers indicated that the program mentorship process and faculty advisement were strong pillars of the overall program. In the first year, candidates take courses that provide a foundation in school counseling. After the first year, candidates meet individually with two full time faculty for advisement purposes. In the second year, candidates start a practicum process and integrate additional course content, including key assignments, into their practicum experience. All courses in the second year contain assignments that must be completed during fieldwork. Supervisors, faculty, completers, and candidates all indicated that the integration between course work and field experience was “thoughtful” and “significant to the overall positive learning process.”

In addition to content-focused coursework, candidates in the School Counseling Program complete a minimum of 100 hours of practicum and 600 hours of fieldwork. The majority of these hours are completed in a K-12 public school setting. Part of the fieldwork requirement includes a planning document prepared for each candidate and agreed upon by both the university and district supervisor. These plans include the competencies candidates are expected to develop, the experiences to be undertaken to attain these competencies, a plan for determining competency attainment, and the responsibilities of both program faculty and school counseling supervisors in helping candidates meet program requirements. Four part-time faculty serve as university supervisors for both internships and practica. All faculty hold a PPS credential and have more than two years of experience. Most have worked with the program for several years. The part-time faculty meet with full-time faculty during program faculty meetings and participate in the peer review process. This allows full time-faculty to provide program oversight while getting valuable information from supervisors about candidate performance.

Candidates meet with a university supervisor for a minimum of fifteen hours each semester. Classes are conducted in a group supervision format. Substantial time is devoted to case presentations and discussion of issues encountered during student interns’ field experience. Several evaluation tools are used to assess candidates during the field experience, including self assessment, university supervisor assessment, district site supervisor assessment, and program assessment.

### ***Assessment of Candidates***

The School Counseling Program uses both formative and summative assessments to evaluate candidate competence. All assessments and scoring rubrics are introduced to candidates in their introductory courses and through the Student Handbook. Key assignments are used to assess candidate competency with regards to state standards. Data from key assignments indicate that all candidates are meeting program requirements.

In addition to the key assignments, the program uses ETS Praxis scores, and portfolio rubric scores as a means to assess overall candidate competency. Candidates are made aware of their progress by direct feedback from faculty and regular meetings with faculty advisors. The program has a plan in place to assist candidates who need added support at any point in the program, and candidate assessment scores play a part in identifying those in need of assistance.

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

After review of the institutional report, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met.**