

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

August 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Antioch University. The report of the team presents findings based upon a thorough review of the Institutional Self-Study reports, supporting documentation, and interviews with representative constituencies. Based upon the findings of the team, an accreditation recommendation is made for this institution of **Accreditation with Stipulations**.

Common Standards and Program Standard Decisions For all Programs offered by Antioch University

	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

Programs	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19		
Education Specialist: Mild/Moderate, with Internship	22	22		
General Education (Multiple and Single Subject) Clear	6	6		

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: Antioch University

Dates of Visit: May 18-21, 2014

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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 team reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that Common Standard 3: Resources; Common Standard 4: Faculty and Instructional Personnel; Common Standard 5: Admission; Common Standard 6: Advice and Assistance; Common Standard 7: Field Experience and Clinical Practice; Common Standard 8: District-Employed Supervisors; and Common Standard 9: Assessment of Candidate Competence, are **Met**. Common Standard 1: Educational Leadership; and Common Standard 2: Unit and Program Assessment and Evaluation, are **Not Met**.

Program Standards

Individual team members and the total team membership discussed findings and provided input regarding the programs at Antioch University. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The team found that all program standards are **Met**.

Overall Recommendation –

Due to the finding that two of the Common Standards are not met and all program standards are met, the team unanimously recommends a decision of **Accreditation with Stipulations** for Antioch University and its programs.

Stipulations

At the time of the site visit team members identified two areas of significant concern both related to Antioch University's response to the change of its regional accreditation status in 2012. The team found a consistent lack of urgency at the institution to integrate the separate credential program strands at each California campus into coherent programs governed by the educational unit as a whole.

The team supports Antioch University in offering distinct tracks that respond to local needs for several of the credentials it offers, but the team is at the same time concerned that none of the tracks currently receive the support and evaluation of the unit's full faculty or staff.

Based upon the findings, the team proposes the following stipulations:

1. That within three months of the accreditation decision, Antioch University provide staff with a timeline and a plan for the integration of the governance and evaluation system of the strands at the two campuses into a unit level system.
2. That the institution provide updates to staff documenting the progress made towards the goals of the plan six months and nine months after the accreditation decision.
3. That the institution provide evidence of the implementation of a unit level governance structure for each credential program.
4. That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and practitioners. The system must demonstrate the potential for assuring continuous program improvement at the unit level and must be applied to all credential program areas.
5. That within one year of the accreditation decision, Antioch University provide staff a completed 7th year report that includes evidence documenting that all stipulations have been addressed and all standards have been met.

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

Initial Teaching Credentials

Preliminary Multiple Subject

Preliminary Education Specialist:

Mild to Moderate Disabilities, with Internship

Advanced Credentials

General Education (Multiple Subject and Single Subject) Clear

Staff recommends that:

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

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Program Sampling: **Cartha Tennille**
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Staff to the Visit **Marilynn Fairgood**
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Documents Reviewed

University Catalog	Biennial Report Feedback
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
University Website	Fiscal Documents
Program Assessment Feedback	TPA Data
Candidate Handbook	Antioch Comprehensive Visit Final
Report Antioch Annual Program Review	Assessment Protocol and Data
Mid- and End of Quarter Evaluations	Employer Surveys
Program Completer Surveys	Cooperating Teacher Evaluation Forms
Faculty Participation Records	LibGuides Website

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Candidates	23	21	44
Completers	9	11	20
Employers	12	8	20
Institutional Administration	12	2	14
Program Coordinators	6	6	12
Faculty	5	6	11
Adjuncts	6	22	28
TPA Coordinator	1		1
Unit Assessment Coordinators and Staff	4		4
Advisors	2	4	6
Field Supervisors – Program	3	6	9

Field Supervisors - District	12	24	36
Credential Analysts	2	6	8
Advisory Board Members	18		18
Fiscal Officer and staff	4		4
Department Staff	9		9
Library and Resource Center staff	3		3
Admissions Director and Staff	2		2
Support Providers (Clear General Education Program)		3	3
Total			252

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

Antioch University (AU) is a private, non-profit university that identifies itself as a vocal advocate for higher education which promotes the common good, prizes experiential learning, and draws on the strength of a diverse academic community. Inspired by the pioneering work of nineteenth-century educator Horace Mann, the modern Antioch University traces its roots back to Mann’s leadership of an independent, non-sectarian college.

The university has had continuous accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1927. AU is one university that includes five campuses: Antioch Los Angeles; Antioch Midwest; Antioch New England; Antioch Santa Barbara and Antioch Seattle. With campuses in four states and the university’s study abroad program, the institution serves 3,860 students around the world, across the country, online and at its five campuses. Because students of every race, ethnicity and walk of life attend AU, the university identifies itself as a global community and believes that diversity is what constitutes Antioch University.

Each AU campus offers degree programs that meet the needs of its region and many of the programs offered by AU are distinctive in their field. For example, in California, the Los Angeles campus offers a MFA in creative writing that was rated one of the top five low-residency MFA programs in the country by *The Atlantic* magazine, and the Santa Barbara campus offers a non-credential MA in Education with a Social Justice emphasis.

Antioch University is focused on the core values of inclusiveness, social justice, experiential learning, and socially engaged global citizenship but it is the university’s emphasis on a commitment to community involvement that distinguishes it from other institutions. Programs offered at AU have classroom as well as service learning requirements that allow students to gain practical experience while leaning theory. Each of the five AU campuses maintains strong regional identities, brought together and guided by the values set by the Antioch University mission statement:

“Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.”

The university’s vision states:

“Antioch aspires to be a leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action.”

The leadership team at AU is comprised of a Chancellor, University Leadership Council, Board of Governors and individual campus Boards of Trustees who work together through camaraderie across all campuses.

Education Unit

Antioch University was approved by the Commission to offer educator preparation programs in California in May 1999 as a single university. The university offered programs at campuses in Los Angeles and Santa Barbara. In November 2007, Antioch Los Angeles and Antioch Santa Barbara were each approved as independent campuses eligible to offer educator preparation in California. Both sites held independent accreditation status through the Western Association of Schools and Colleges, Senior Colleges and Universities (WASC). In addition, both held accreditation through the Higher Learning Commission of the North Central Association (HLC), resulting in dual accreditation by HLC and WASC.

In 2011, Antioch Los Angeles and Antioch Santa Barbara received guidance from the federal government which indicated that the university needed to be accredited by only one regional accrediting body. In June 2011 Antioch Los Angeles and Antioch Santa Barbara voluntarily withdrew their WASC accreditation and retained regional accreditation through the Higher Learning Commission of the North Central Association (HLC). Both California campuses were in good standing with WASC and the Commission when regional accreditation was voluntarily withdrawn and both campuses continue to be regionally accredited as satellite campuses of Antioch University (Ohio) by the HLC. The Commission granted Initial Institutional Approval to the merger of the two Antioch California campuses in June 2012.

Antioch University’s central administration is housed in Yellow Springs, Ohio. Each individual California campus serves under a separate administrative structure that includes a President, Vice President of Academic Affairs, Credential Analyst, TPA coordinator and several other role-alike positions.

The Antioch University Los Angeles campus (AULA) is located in Culver City close to Los Angeles International Airport. The average student age at AULA is 36. Of the more than 986 students attending AULA, 74% are female, 39.1% of undergraduate students are eligible for Pell Grants, and 14.6% are first-generation college students. Approximately 75% of students receive some sort of financial aid.

The Antioch University Santa Barbara campus is located in downtown Santa Barbara near many restaurants, shopping centers and the Santa Barbara Mountains. The campus serves 350 diverse students ranging in age from 23 to 70, offers more than 60 courses each quarter and supports a faculty of more than 50 full-time and part-time instructors.

The educator preparation programs at the California campuses share the university-wide vision of aspiring to be a *“leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action.”* Antioch states that the mandate for critical thinking, collaboration, communication and creativity in the Common Core State Standards are all deeply embedded in the philosophical and pedagogical orientation of Antioch University’s teacher education programs.

The AU educator preparation programs serves 49 candidates and includes four full-time core faculty, as well as affiliate and adjunct faculty. The campuses offer the following professional preparation programs:

- Preliminary Multiple Subject
- Preliminary Education Specialist: Mild to Moderate Disabilities, with Internship
- General Education (Multiple Subject and Single Subject) Clear

The Santa Barbara campus also offers a dual certification option for early deciders who wish to earn both the Preliminary Multiple Subject and Preliminary Education Specialist credentials.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
Preliminary Multiple Subject	Initial	13	26	CTC
Preliminary Education Specialist, with Internship	Initial	7	Traditional: 18	CTC
			Internship: 1	
Clear (General Education) Program	Advanced	4	4	CTC

The Visit

The Antioch University (AU) visit took place from Sunday through Wednesday. The center of operations for the visit was the AU Los Angeles campus. The AU accreditation team included three team members and a team lead. One Commission staff consultant supported the team's accreditation efforts.

Team members convened at noon on Sunday to engage in the team meeting, discuss the interview schedule and develop interview questions. The team traveled to the university to attend a Sunday afternoon reception during which the team was welcomed and greeted by institutional leadership including the university President, Vice Presidents of Academic Affairs, program department chairs, coordinators and advisory committee members. An introduction to the institution, an institutional overview and a tour of the campus were presented and conducted by the university Interim Director of Marketing and Communications.

The team began document review and interviews on Sunday afternoon. Team members continued accreditation activities throughout the day on Monday and Tuesday. On Tuesday morning, the Team Lead and Commission consultant presented the Mid-Visit Report to the AU VPAs, program directors and credential analysts. During Tuesday afternoon and evening, the team met to discuss evidence reviewed, interviews conducted and Common and Program standards. Consensus was reached on all standard findings on Tuesday evening and an accreditation recommendation was made. On Wednesday morning, the draft report was refined for presentation to the institution. The institutional exit report was held at 11:00 on Wednesday morning.

Common Standards

Standard 1: Educational Leadership

Not 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.

Interviews with faculty, current candidates, program completers and external stakeholders as well as a review of documentary evidence established that the Antioch University (AU) credential programs in California share a strong vision and mission that is based upon progressive education and social justice. Candidates participating in current K-12 placements repeatedly described how they were able to take the theory taught in their AU courses and successfully bring it into their classrooms. The same sources allowed the team to confirm that the programs incorporated California's standards and curricular frameworks.

Evidence from faculty, candidates, completers and current syllabi amply demonstrated that AU's mission of social justice and progressive education was fully integrated into the programs as well as the practice, scholarship and service of not only the faculty but also the staff.

However, the team also found that unit accountability was a key issue for the AU California credential programs. Since 2007 AU's presence in California has undergone a progression in regional accreditation from initial accreditation by HLC as a single unit, to joint accreditation by HLC and WASC as separate and independent campuses, and finally in a return to sole HLC regional accreditation in 2012 as a single unit. During the period from 2007 to 2012 the Los Angeles and Santa Barbara campuses operated as separate and distinct institutions. The team found consistent evidence that the process to reunite the credential programs at the two campuses into a single unit has yet to make sufficient progress.

The lack of progress in integrating the programs at the unit level was demonstrated by the manner in which the credential programs were described in the institutional documentation, and by interviews in which the same type of stakeholders were consistently split into those from Santa Barbara and those from Los Angeles.

The team found evidence that all stakeholders were involved in the governance at each of the two sites; however the team found very little evidence of effective governance at the unit level.

While the team found evidence in interviews with key senior administrators that the central administration of AU is attempting to provide the resources and support for the re-integration of the California campuses, the progress is not yet sufficient. Additional proof that progress is still needed is the continued focus on the needs of each campus-based strand of the credential programs, rather than upon the needs of the whole programs at the unit level.

Evidence was provided that AU has begun a national-level effort (the Five into One Project) to better integrate resources at appropriate levels in the organization and to reduce duplication.

The project, when appropriate, plans to integrate the curricular efforts within the university system. The university also plans to conduct a system-wide program review of all its credential programs in the 2014-2015 academic year.

The AU credential programs located in California have implemented a credential monitoring process that tracks compliance with Commission standards for each program from the admissions process through program completion and credential recommendation. Both AU credential analysts actively follow changes in credential requirements and processing and serve as resources for program development and implementation of those changes. The most recent AU federal Title II report (submitted in winter 2014) was jointly produced by the two AU credential analysts.

Rationale

The team has found that the unit level oversight of the credential programs offered in common by the SB and LA campuses is a cause for significant concern. While a unit head has been given responsibility for all the California credential programs, it does not appear that the institution has yet developed a unit structure involving faculty and staff in cooperative and effective unit level governance or program evaluation processes.

While intent to develop a strong unit level governance system and evaluation system was expressed in interviews, the team was not provided with documentation of a clear plan to reach that goal supported by an explicit time table.

Standard 2: Unit and Program Assessment and Evaluation

Not 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 completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Antioch University is a five campus, four state system which is accredited by the Higher Learning Commission. The institution is in transition from being a federation of campuses to a single university with multiple campuses. While each campus oversees assessment processes at their site under the supervision of the campus Vice President for Academic Affairs, the California teacher credential programs also provide information to a single Unit Head in an effort to align assessment processes between the two California locations. While many of the same kinds of assessment practices (e.g. narrative evaluation of course learning) exist between the campuses, there are also apparent differences (e.g. models selected for the Teacher Performance Assessment) between the two campuses.

Written documentation and interviews confirm that assessment and on-going reflection is occurring at the candidate and program strand level, but evidence was not provided to indicate an assessment system is in place for the purpose of either program or unit evaluation and improvement. AU implements and utilizes data from instruments such as a Teacher Performance Assessment, exit surveys, portfolios and student teaching evaluations separately on each California campus. Assessment discussions also occur at the campus level and more occasionally through faculty-to-faculty informal conversations between campuses. Evidence was not presented to indicate that data were systematically shared across campuses either for

the purpose of unit assessment or of evaluation of the complete range of program data derived from the program strands at each campus.

Evidence and interviews did not provide any indication that a system is in place for assessment and discussion of unit operations. Interviews with stakeholders established that there is no independent national budget line for assessment, and assessment operations at the campus level are usually funded through local discretionary funds controlled by the Provost or President. This method of funding assessment further limits the ability and opportunity for unit level data analysis and improvement.

Rationale

Reflecting the recent history of the AU California campuses noted in Standard 1, the credential programs have not yet begun to operate as cohesive, unified programs. While data are used to evaluate the individual program strands at each campus, there is not yet a forum in which all aspects of the programs can be evaluated using the entire range of data from the unit. The development of a unified program and unit level assessment system needs to be coordinated with the implementation of the changes noted in Standard 1.

Standard 3: Resources

Met

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

Through interviews with staff and administrators, as well as a review of documents, the team found that AU consistently provides sufficient funding and resources to its California campuses to prepare candidates and to meet the California standards for educator preparation. It should be noted that the Santa Barbara campus recently moved into upgraded facilities and that the Los Angeles campus significantly expanded its classroom, resource space and IT infrastructure in spring 2014. Though most funding is campus-based, funding for the credential programs is routed through the credential program unit head to ensure that sufficient funding is provided at both locations for all credential programs.

Interviews with admissions and advising staff, faculty, candidates, university supervisors and completers all established that AU has provided funding to support the development and the implementation of credential programs that include appropriate field placements and experiences across the unit.

Interviews with library personnel, faculty, candidates and program completers confirmed that informational resources and personnel are available at both AU California campuses. The library space at the LA campus was increased during the recent expansion. The national AU system also provides all candidates with access to OhioLINK, a library and information network based upon a consortium of IHE's in Ohio, which is supplemented by local resources available at each campus.

Under the AU budgetary system, the initial budget proposals are developed at the program level by the program director, based in large part on the funding from the previous year, and

adjusted for any change in enrollment. The program budgets are reviewed by the regional CFO and the credential program unit head. At this stage the resource needs for each campus infrastructure are integrated into the process. Once a full budget has been developed, it is submitted to the national AU administration for review.

Standard 4: Faculty and Instructional Personnel

Met

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.

Following interviews and review of documentation the team determined that Antioch University hires full-time core faculty as well as qualified affiliate and adjunct faculty to teach courses and supervise candidates in the field. Full-time core faculty have an earned doctoral degree in an appropriate field from a regionally accredited institution and have developed professional expertise in the area in which they are teaching and/or supervising. Documentation and interviews confirm that core faculty teach, attend meetings, advise, develop curricula, serve on committees and conduct scholarship/research and service. The core faculty also share a role in the governance of AU.

A review of evidence revealed that professional development provided by AU faculty include PACT training and calibration as well as workshops on English language development. Interviews confirm that funding is available from the campus Vice President for Academic Affairs for core faculty to pursue professional development. Campus education program budgets provide funds that can be allocated for adjunct faculty to attend conferences for professional development purposes.

Interviews and review of documentation verify that faculty have current knowledge in the content they teach and they remain connected to the P-12 school system. Examples of connections to the P-12 system include supervising candidates during student teaching, adjunct and affiliate faculty working as teachers within the K-12 system, and a partnership with Open Alternative School (OAS), which includes student teaching placements as well as AU holding classes at OAS in the evening. These K-12 connections, as well as active advisory boards, support a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools and they allow a systematic way for collaboration and conversation to improve teaching, candidate learning and educator preparation. The credential programs at the Santa Barbara and the Los Angeles campuses support independent advisory boards. Members of the advisory boards include community members, local teachers and principals, BTSA representatives, faculty from other universities, AU students and AU faculty.

AU faculty reflect a diverse society and interviews established that hiring practices are in place to encourage a diverse applicant pool for open positions. Faculty and candidates confirm that

knowledge about diverse abilities, culture, language, ethnicity and gender identity are core values of AU. A commitment to social justice was evident throughout written documents as well as interviews.

Reviews of documentation and stakeholder interviews confirm that the unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective. Forms of faculty evaluation include input from candidates, self-evaluation, and feedback from the department chair. Field supervisors are also evaluated by cooperating teachers and, while no formal process is in place for principal feedback, interviews with principals indicate strong satisfaction with both AU faculty and AU field supervisors. Faculty retention and contract renewal is based on need, resources and instructor effectiveness.

Standard 5: Admission

Met

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

A review of program documents and candidate files, as well as interviews with multiple subject, clear, and education specialist candidates and completers, credential analysts, and university supervisors indicate that the unit utilizes an admissions process with defined criteria that are aligned with the CTC-adopted standards. Multiple measures of qualitative data, such as reference letters and interviews, as well as quantitative evidence such as test scores (CBEST, CSET and RICA), are reviewed in the admission's process and progression through the credential program.

Admission requirements for multiple subject applicants include:

- Application
- Reference letters (3)
- Completion of Bachelor's degree
- Personal interview

Fieldwork is embedded in the four quarters as follows:

- Quarter 1 - Candidates are observed in two different schools for five hours in each one.
- Quarter 2 – Candidates spend ten days in one classroom.
- Quarter 3 – Candidates spend ten weeks, 4 hours per day in one classroom.
- Quarter 4 – Candidates spend ten weeks for the entire day and fully take over the class in the last two weeks of the placement.

In order to progress to candidacy status for fieldwork placement, candidates must provide evidence of:

- CBEST completion
- TB Clearance
- Certificate of Clearance

By the beginning of the third quarter field experience, candidates must provide documentation of passing scores on a minimum of two CSET subtests. No whole class instruction (typically at quarter's end) is permitted without documentation that all three subtests of the CSET have been passed.

By the start of the fourth quarter in the final field placement, MS candidates must document passage of all sections of the CSET and have evidence of passing scores on file with the program coordinator. In order for the credential analyst to apply for the credential, candidates must provide additional evidence of:

- Completion of all coursework
- Completion of CalTPA (LA) or PACT (SB)
- RICA assessment
- US Constitution
- CPR training

The program coordinators and credential analysts work closely together to collect and verify all the required admissions requirements prior to entrance into and progression through the field placements.

Anecdotal evidence of candidate dispositions is monitored throughout the coursework and fieldwork for confirmation that a profession in education is appropriate for the candidate. Some candidates decide early on in field placements that a career in education is not for them. Others who demonstrate difficulty in passing required CSETs are redirected to a Master's in Education program without a credential. Many support opportunities are provided for candidates along the way: tutoring, repeating required tests, writing center support, etc.

Interviews with cooperating teachers, employing principals, and university supervisors attest to the quality of the credential candidates. Interviews with candidates and program completers demonstrated the ethnic diversity reflective of southern California's population.

Standard 6: Advice and Assistance

Met

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

Credential candidates at Antioch University have the advantage of a small core faculty where 'everyone knows your name.' While the program coordinator is the main contact for advising, interviews with employing principals, university supervisors, cooperating teachers, current candidates and credential completers produced a common voice that all university faculty were well versed in the credential requirements and in the sequence of courses leading to student teaching opportunities. At the Santa Barbara campus there is a single core (full-time) faculty member, while at the Los Angeles campus, three core faculty members are available to candidates. The most common descriptor of the faculty was "supportive." That sentiment was expressed by multiple stakeholders. Faculty advisement is offered not only to the candidates, but to the cooperating teachers and principals. All stakeholders expressed the security they feel with being able to contact the university supervisor at any time.

Advisement forms spell out all the requirements for candidates as they progress through the program. Additionally, candidates are provided with handbooks that outline credential program requirements. Weekly observations by cooperating teachers and university supervisors, three-way debriefings and candidate reflections contribute to the candidate's thorough understanding of the program and credential expectations. Websites for each campus provide candidates an online option for gathering program information.

Interviews confirm that orientation classes provide candidates the opportunity to review program expectations and to seek answers to any questions they might have regarding required documents and the sequence of courses. Handbooks are given to credential candidates, adjunct faculty, university and cooperating teachers and several are available online through the AU website.

Candidates described formal and informal conversations with faculty members. Conversations in the hallways between classes, discussions in class, and meetings by appointment all add to the support candidates receive on their journey toward credentialing.

At AULA, student input into programs is gathered at quarterly meetings scheduled between two evening classes. The scheduling of time is advantageous because it affords candidates in both evening classes the opportunity to participate in the process.

Credential candidates who discover that such things as classroom management or curriculum development are too much of a challenge can acquire additional avenues of support through faculty advisement. For example, the Writing Center is helpful with completion of PACT in Santa Barbara. Students sometimes self-select to drop out of the program, but they are encouraged to redirect their education toward a Master's in Education degree program. In other instances, cooperating teachers or university supervisors observe that a candidate is not yet ready for field placement and a process has been established to address the issue. Both the Novice Teaching Problem Solving Sequence (LA) and the Problem Identification Process (SB) have been implemented to further assist candidates. In the event that the candidate is simply not a match for a teaching career, the candidate is ultimately counseled out of the program.

As grades are not used to assess student work, narrative reviews of the quality of assignments are used. The narrative feedback provides a personal, in-depth evaluation of the quality of the candidate's product. Faculty and candidates report that the narrative feedback provides much more detail about the quality of the candidate work than just a letter grade. The practice affords faculty the opportunity to continually improve candidate progress based on an individual candidate's current level of achievement. While the qualitative data is seldom converted into quantitative data, it is possible to do so if a student so requests, or, if at a later date, a student needs a grade point average for enrollment in a post-graduate program.

Standard 7: Field Experience and Clinical Practice

Met

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

The AU credential programs have developed Domains of Practice which integrate concepts including the CSTPs and TPEs, as well as Social Justice and Ecological Literacy and which are used to define the philosophical and pedagogical orientation for all coursework and field experiences.

In the preliminary teaching credential programs, coursework is integrated with the field experiences and candidates utilize their skills for teaching English learners in field experiences. All candidates are placed in a Title I public school for at least one of their field experiences. During interviews and review of documentation, the team found that field experience begins in the first quarter with observation only and continues in the second quarter with observation and participation. The third quarter provides candidates a half-day experience with small group teaching and the fourth quarter includes full-day teaching responsibilities with a minimum of a two week take over. In the clear credential program, field experiences are identified for professional development during monthly meetings over the course of the program.

The unit collaborates with candidates and school site principals in the selection of school sites. In the preliminary teaching credential programs, department chairs, program coordinators, and the field placement coordinator determine the best match for each candidate based on location, credential objective, and the strengths and needs of each teacher candidate. Cooperating teachers and support providers in the clear credential program are trained and included in program decision making through regular meetings and end of year surveys with the intention of creating a more coherent course and field experience for each candidate.

Principals consistently indicated that they are approached by Antioch University faculty initially based on the candidate's location and the reputation of the school site for having excellent teachers as well as diverse communities of learners. A partner school has been identified for its progressive approach to education in Santa Barbara where teacher candidates in the multiple subject and education specialist credential programs are placed for field experiences.

Standard 8: District-Employed Supervisors

Met

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

At AU, district-employed supervisors are referred to as cooperating teachers for the preliminary credential programs and support providers for the clear credential program. The teachers who work with these programs are educators who possess a California teaching credential appropriate for their position and match the authorization the candidate is earning in their program. Many of these teachers hold a Master's degree as well.

In the preliminary teaching credential programs, the principal or another of the district's administrators or teachers identify potential cooperating teachers whose work exemplifies effective and caring instructional practices. These teachers are contacted and asked to participate as a cooperating teacher. A university supervisor, department chair or field placement coordinator visits the classroom and discusses with the identified teacher the role and responsibilities of an Antioch cooperating teacher. Antioch seeks teachers who are active

at district, school, and university levels as well as with induction programs in professional development activities.

Cooperating teachers also receive a Cooperating Teacher Handbook outlining the entire field placement experience including their responsibilities and all necessary information and forms related to hosting a teacher candidate. In addition, in their first quarter serving as a new cooperating teacher, training is provided by AU. Cooperating teachers are evaluated by the candidate and university supervisor. Cooperating teachers receive a token of recognition for their service.

Standard 9: Assessment of Candidate Competence

Met

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

Antioch's credential programs require teacher preparation candidates to meet requirements (e.g. Basic Skills, CSET, RICA) as dictated by the State of California at the appropriate points in each program. Multiple subject and education specialist candidates successfully complete a Teacher Performance Assessment (TPA) and spreadsheets substantiate that candidates who do not meet the passing standard on their first TPA attempt are required to rewrite and re-submit their assessment. These state driven requirements and others such as fingerprint clearance and CPR are tracked by the credential analyst to ensure that deadlines are met.

In addition to the requirements noted above, all candidates must successfully complete required coursework and field experiences in a satisfactory manner. Coursework evaluations are based on the candidates' meeting course objectives and end of course evaluations of candidate learning are narrative in nature. Common Core standards and appropriate California State Standards are embedded within credential courses. Candidate fieldwork is evaluated based on a developmental rubric, which addresses the TPEs. Fieldwork evaluations are completed by the cooperating teacher and university supervisor in addition to a self-evaluation by the candidate.

Interviews with principals and cooperating teachers indicate that AU candidates in the field demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. Interviews highlighted candidate strengths in the areas of social justice, reflective practice and technology.

Documents and interviews confirm that reflection is a valued and integral piece of candidate assessment. This reflective practice is evident through formal and informal means. Informally, discussions with faculty, cooperating teachers and university supervisors are ongoing during the program. More formally, candidates create a program portfolio that is submitted at multiple points throughout the program. A review of sample portfolios revealed that reflection is a key component of candidate portfolios.

Program Reports

Preliminary Multiple Subject Program

Program Design

Antioch University education program leadership includes a president, a vice president for academic affairs/provost, and a regional chief financial officer. Within the credential program, core faculty are supported by program coordinators, part-time faculty, and affiliate and adjunct instructors.

The small number of core faculty members at each campus facilitates communication within the credential program that is both casual and formal. Department chairs interface vertically with the next level of administration as well as with faculty members and staff who report to the chair. The integrity of the program rests with the credential analyst who is the keeper of all candidate documentation and evidence that all program requirements are met, which culminates in the recommendation to the Commission on Teacher Credentialing for the multiple subject credential.

The multiple subject credential program is designed around a cohort model with a typical cohort often beginning in the summer session. Each quarter has one of four themes: Systems, Access, Communication, or Integration and Currency. Field placements occur in each quarter with an increasing amount of time in the classroom as the program progresses.

Recent program modifications include:

- Combining two courses into one
- A greater focus on new ELD standards and Language Acquisition
- Use of the Most Significant Change Model, and
- Support for successful completion of the Teaching Performance Assessment.

Advisory Committees are active with representation from community business and non-profit members, school site and district personnel, a retired SELPA director, and credential candidates. Two-way communication provides opportunities for AU to share program updates while receiving input from the various stakeholders on how the programs could be improved. There are frequent exchanges between cooperating teachers and university supervisors and three-way reflections with the candidate in field placements.

Course of Study

The multiple subject credential coursework is completed in one summer session and three quarters. Field experience begins in the first quarter with observation, second quarter with observation and participation, third quarter with a half day experience with small group teaching, and culminating in the fourth quarter with full day teaching responsibilities with a minimum of a two-week take over.

Stakeholders across the board commented on the success of the program. Employers expressed excitement about hiring teachers who have completed their credentials through the AU program. Interview responses indicate that candidates and credential completers recognize the quality of the skills and competencies that they have acquired through the AU multiple subject credential program. That sentiment was also echoed by cooperating teachers, university supervisors, advisory board members, and principals.

Field placements also received accolades. Candidates were impressed by the attention they received from the university supervisor to find a placement site that was both convenient for the candidate as well as educationally meaningful. Both the candidate and the site administrators emphasized the value of placements at more than one grade level and in more than one type of school: charter, alternative, public school, Title I, etc. Candidates have the opportunity to improve their skills at meeting the needs of both English learners and special needs students.

Candidates receive advisement from the credential analyst, program coordinator, and faculty members. All advisors provide consistent advice and shepherd candidates through the program, preventing candidates from dropping through the cracks. Candidates who are determined to be unsuitable for the profession are counseled out of the credential program and into a Master of Arts in Education program.

Candidate Competence

There is little quantitative data to reflect program, course, or candidate quality. However, there is considerable qualitative data. Candidates do not receive grades in the traditional sense, they receive narrative assessments of their work. Candidates always have the option of speaking with the instructor about the assessment if they have not already been debriefed by the assessor – the university supervisor, cooperating teacher, faculty member, etc.

Coursework and field observations are aligned with the Teaching Performance Expectations and each campus utilizes a developmental rubric or scale for field evaluation. In addition to meeting the requirements established by the Commission, all candidates must complete program requirements that include the demonstration of competence in all coursework and fieldwork and completion of the Teacher Performance Assessment.

Student admission processes glean candidates who respond to the type of assessment that has been described. As a result of these admission processes, faculty report significant growth in the competence of credential candidates. Cooperating teachers, principals, and employers reported that they are extremely impressed with the quality of the AU candidates who come their way. During interviews it was also revealed that one AU candidate was not only leading her school to embrace the California Common Core State Standards, but was also leading a district initiative.

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 standards are **Met**.

Preliminary Education Specialist: Mild to Moderate Disabilities, with Internship

Program Design

Candidates enrolled in the Antioch University (AU) preliminary education specialist mild/moderate credential program may enter the program as: (a) teachers with a basic multiple or single subject credential; (b) interns who possess multiple or single subject credentials; or (c) traditional candidates with no teaching credential. Candidates have multiple points of entry into the one-year program and may earn the preliminary education specialist mild to moderate credential only, or, on the Santa Barbara campus, candidates may choose to complete a dual

certification option which will result in completion of both the preliminary education specialist and the preliminary multiple subject credential programs.

The AU preliminary Education Specialist program includes an internship component but only one intern is currently enrolled in the intern program. Intern candidates are required to complete the same one-year course of study as the traditional preliminary education specialist candidate.

The Vice President for Academic Affairs (VPAA) at each campus is the unit leader for the credential programs at AU. As such, the VPAA provides coordination and oversight of the programs. Department chairs advise the VPAA and oversee all credential pathways and programs regarding advice, assistance, admission of candidates, selection of faculty, design and implementation of curriculum, collaboration with practicing professionals, program evaluation, and determination of candidate competence. The program is supported by fieldwork coordinators, program coordinators and credential analysts. Affiliate faculty members support the development of field partners and participate in placement decisions as well as set up and run cooperating teacher and university supervisor trainings and other meetings. Affiliate faculty coordinate the administration of the CalTPA/PACT and create new syllabi as needed. The credential analysts maintain and distribute credential advisement information and answer questions for candidates as well as ensure that candidates have provided all required documentation and met all requirements for credential recommendation. Interviews with credential candidates, program completers, cooperating teachers, university supervisors, advisory board members, adjunct, affiliate, and core full-time faculty, department chairs, and university administrators confirm the leadership within the credential program.

Ongoing communication via e-mail and regularly scheduled meetings among the department chair, program coordinator, fieldwork coordinator, credential analyst, adjunct and affiliate faculty, and university supervisors was evident within each campus. Interviews with stakeholders established that communications at the unit level were infrequent and primarily occurred only among the VPAA's and the department chairs.

Interviews with community stakeholders confirmed the involvement of advisory boards at each campus consisting of local special and regular educators, representatives from local institutions of higher education and other stakeholders who make recommendations for the program.

Program candidates, completers, cooperating teachers, principal employers, and university supervisors confirmed that field experiences are integrated with coursework during each quarter of the year-long program. These groups also confirmed that the coursework and fieldwork requirements were developmental in nature and were applicable to the demands of the contemporary classroom. In the initial two quarters of the program candidates participate in more limited experiences in different classroom settings. In the final two quarters, candidates take on increasing responsibility in the classroom for assessment, planning, and instruction culminating in a two-week takeover at the end of the final quarter.

Program faculty as well as candidates and completers confirmed that in the last two years the program has become more rigorous and relevant to the demands of current special education settings. Stakeholder interviews and reviews of program documents and materials confirmed

that in response to the feedback from the Commission, faculty updated and revised course content to ensure that field experiences addressed all program standards.

Course of Study

The one-year, four-quarter curriculum design allows candidates to complete foundation courses such as Social and Legal Dimensions of Special Education and Mediation and Conflict Resolution in Schools during the first quarter. In the second and third quarters candidates complete coursework including Individualized Education Design and Policy Implementation, Reading Instruction in the Elementary Classroom and Assessment in Special Education. Candidates complete their student teaching in the fourth quarter while continuing to complete coursework such as Understanding and Teaching Students with Mild to Moderate Disabilities.

Field experience in the preliminary education specialist program begins in the first quarter with observation while the second quarter includes observation and participation. During the third quarter, candidates complete a half-day experience with small group teaching, and in the fourth quarter candidates experience full day teaching responsibilities with a minimum of a two-week take over. Coursework is integrated with field experiences and candidates are expected to utilize their skills for teaching English learners in all four field experiences since all candidates are placed in at least one Title I public school.

All cooperating teachers, principals, district employers, as well as candidates and completers interviewed confirmed that the fieldwork experiences each quarter are clearly related to coursework. A principal at a partnership school commented that the accountability between coursework and fieldwork had become more rigorous over the past two years. Candidates, cooperating teachers, who are also alumni, and university supervisors reported that the curriculum and field experiences had also become more relevant to the demands of current special education settings with regard to communication and coordination of paraprofessionals in the classroom and case management.

Interviews with candidates, cooperating teachers and university supervisors confirmed a consistent fieldwork evaluation and support process. During the program, a university supervisor visits the candidate at least one time per week during each quarter of fieldwork. Supervisors observe lessons, conference with and provide oral and written feedback to candidates, communicate regularly and meet with mentor teachers for regularly scheduled conferences midway through and at the end of the quarter, and communicate frequently with program and fieldwork coordinators.

Candidate Competence

The response from all stakeholders interviewed confirmed that candidates are assessed continuously throughout their course of study by receiving feedback both formally and informally from instructors, cooperating teachers, and university supervisors. Candidates also engage in extensive reflective practice as a component of their assessment.

Coursework is evaluated by written narratives each quarter. Santa Barbara candidates submit portfolios three times during the program. Los Angeles candidates must pass CalTPA tasks “Subject-Specific Pedagogy” and “Designing Instruction.” Fieldwork is evaluated at three-way conferences that occur in the middle and at the end of each placement.

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**.

General Education (Multiple Subject and Single Subject) Clear Program

Program Design

The Antioch University Clear Credential program is a nine month, 3-quarter sequence of coursework and field application. Teachers with a valid preliminary multiple subject or single subject credential are eligible to participate in the clear program if they meet the eligibility requirements established by the Commission. These requirements include verification, signed by a principal or administrator, of the unavailability of an induction program. Generally, candidates for Antioch's clear credential program are teachers in private schools or teachers of record in public schools without eligibility for induction program services. All program courses are graduate level and many can be used as electives in the Masters of Arts in Education degree program. The clear credential program is only offered at the Antioch Santa Barbara campus.

The program is organized with a clear program coordinator, who reports to the chair. The chair then reports not only to the vice president of academic affairs (VPAA) on the Santa Barbara campus but also the VPAA on the Los Angeles campus who serves as the unit head for CTC communication and accountability. The program coordinator along with the program chair organizes program documents, runs training sessions with support providers, and supports the new teachers through advisement processes.

The current program conforms to the adopted state clear program standards (2009). A faculty review of the program standards in May 2013 identified additional English learner elements that clear candidates need to have on their Individual Inquiry Plan (IIP). Faculty reports that those elements are being added.

Recent program modifications include:

- Addition of a quarterly support course
- Quarterly meetings with support providers
- Training for support providers
- The Professional Inquiry in Collegial Observation (PICO) instructor visits with support providers and candidates each quarter
- Increased acquisition of support provider and principal feedback

Stakeholders regularly attend advisory committee meetings and report the value of the information exchanged. The county induction program director is an especially valued advisory committee member.

Course of Study

The typical sequence of courses is designed so that candidates may take full advantage of fieldwork experiences while completing concurrent coursework. This course sequence gives candidates an opportunity to observe colleagues as well as to be observed and receive feedback about their own practice.

The Professional Inquiry in Collegial Observation (PICO) courses provide candidates the opportunity to support themselves and one another in their beginning teaching by allowing for the establishment of a supportive community of practice and collegial observation in the field. During the first course of the PICO series, candidates design their own learning and assessment plan to realize and identify their growth goals and advance their capacity as a professional educator. Candidates create an Individual Inquiry Plan (IIP), which describes their plan to demonstrate how they will extend and apply knowledge and skills learned in their preliminary credential program.

Other required courses in the clear program include Equity and Access for Special Populations, Differentiated Instruction for Universal Access, Enhancing English Language Development (ELD) with Children's Literature, and Resilience Education. The ELD class currently incorporates the newest version of the ELD standards. The Differentiated Instruction course integrates technology as a pedagogical tool.

Clear program candidates' main field experience is in their own classroom. Each candidate works collaboratively with a designated support provider who is a credentialed teacher with documented experience in the candidates' credential area. Antioch's highest priorities for a field-based support provider are the trust the new teacher has established with the support provider and the expertise the support provider has to offer. All support providers (SP) are selected by the candidates and are approved by the department chair, who reviews support provider resumes prior to approval for service as a SP.

Support providers and candidates report that the combination of coursework and fieldwork are exceptionally effective in the development of credential candidates. The combination of the PICO courses and the Individual Inquiry Plan (IIP) serve as tools to anchor learning activities such as those centered on English learners and students with special needs. The program places an emphasis on differentiated instruction and technology integration.

Candidate Competence

Candidates demonstrate all clear program standards through an Individual Inquiry Plan (IIP), the Individual Inquiry Portfolio, and the advanced Portfolio documenting all eight Antioch Domains of Practice. The Antioch Domains of Practice are composed of the California Standards for the Teaching Profession plus a domain for Ecological Literacy and one for Social Justice (CSTP+2). Clear credential candidates are assessed in their accomplishment of their targeted goals toward the Antioch Domains of Practice and their IIP at the end of each quarter. This is reflected in the credit given for the courses and communicated in the narrative assessments written by the instructors as well as the self-reflective essays written by the candidates themselves.

Candidates are advised in their program handbook and through their course syllabi about how the narrative system of assessment works and what is required to earn credit in any course.

The IIP, satisfactory completion of the three PICO courses, and completion of the four courses relating to the Pedagogy and Universal Access Standards are the tools with which candidates are evaluated. Candidate's final portfolio demonstrates growth over time in the Antioch Domains of Practice along with artifacts representing significant learning. Competence can also be documented by a mentor/assessor's signature on the IIP for any particular standard. It was determined during interviews that, after an audit of the candidate's transcript and IIP, the program coordinator at Antioch University will recommend a candidate for the clear credential upon verification of completion of all program requirements.

Clear credential program candidates complete field experiences in their classrooms, observe colleagues and work collaboratively with a designated support provider. A review of evidence and interviews confirmed that, throughout the program, candidates attend courses on a regular basis and receive feedback from the university supervisor and the support provider. The combination of the feedback from the university supervisor and support provider provides sufficient direction which leads to successful completion of the clear credential program.

Findings on Standards:

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