

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Fresno Pacific University**

**Professional Services Division
May 2019**

Overview of this Report

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

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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement		X	
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary General Education	5	5		
Education Specialist- Mild/Moderate	22	22		
Education Specialist- Moderate/Severe	24	24		
Education Specialist- Early Childhood Special Education	26	26		
Added Authorization- Adaptive PE	13	13		
Preliminary Administrative Services	9	9		
Clear Administrative Services	5	5		
Pupil Personnel Services- School Counseling	32	32		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Pupil Personnel Services- School Psychology	27	27		
Teacher Librarian/ Special Class Authorization	11	11		
Reading Certificate and Credential	10	10		
Designated Subject- Career Technical Education	16	16		
Designated Subject- Supervision and Coordination	4	4		
Designated Subject- Special Subject	23	23		

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

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

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

Institution: Fresno Pacific University

Dates of Visit: March 25-27, 2019

**2018-19 Accreditation
Team Recommendation:** Accreditation (with 7th Year Report)

Previous History of Accreditation Status	
April 2010 Site Visit Report	Accreditation Status Accreditation With Stipulations
August 2011 Update on Progress to Address Stipulations	Removal of Stipulation
February 2012 Removal of Stipulations Report	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** (with 7th Year Report) was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for all programs offered at Fresno Pacific University.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Common Standards are **Met**, except for Common Standard 4, Continuous Improvement, which is **Met with Concerns**, for Fresno Pacific University.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject credential, Education Specialist Mild/Moderate, Moderate/Severe, and Early Childhood Special Education, Added Authorization Adaptive Physical Education, Teacher Librarian/Special Class Authority, Reading and Literacy Added Authorization, Preliminary and Clear Administrative Services, Pupil Personnel Services: School Counseling and School Psychology, and Designated Subjects- Career Technical Education, Special Subjects, and Supervision and Coordination programs were met and that all Common Standards were met, except for Common Standard 4 which was met with Concerns the team recommends a decision of **Accreditation**.

The team further recommends that Fresno Pacific University present a 7th year report to the COA that demonstrates consistent collection, analysis, and use of candidate and completer data to inform program improvement.

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

Multiple Subject w/ Intern	Pupil Personnel Services- School Counseling
Single Subject w/ Intern	Pupil Personnel Services- School Psychology
Education Specialist- Mild/Moderate w/ Intern	Teacher Librarian Services/ Special Class Authorization
Education Specialist- Moderate/Severe w/ Intern	Reading and Literacy Added Authorization and Literacy Leadership Specialist
Education Specialist- Early Childhood Special Education w/ Intern	Designated Subjects- Career Technical Education
Added Authorization- Adaptive Physical Education	Designated Subjects- Supervision and Coordination
Preliminary Administrative Services Credential	Designated Subjects- Special Subjects
Clear Administrative Services Credential	

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Fresno Pacific University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Fresno Pacific 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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Staff to the Visit:

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Documents Reviewed

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

Interviews Conducted

Stakeholders	TOTAL
Advisory Committee	78
Candidates	159
Completers	124
Employers	49
Institutional Administration	40
Program Coordinators	39
Faculty	68
Adjunct Faculty	145
TPA Coordinator	2
Field Supervisors – Program	37
Field Supervisors – District	41
Credential Analysts and Staff	4
Mentors/Coaches	48
Office of Clinical Placement	20
TOTAL	854

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

Background Information

Fresno Pacific University is a Christian university in Fresno, California. It was founded as the Pacific Bible Institute in 1944 by the Pacific District Conference of Mennonite Brethren Churches. It has an enrollment of 4,000 students, with 2,800 in their undergraduate program.

Education Unit

There are 15 different educator preparation programs at Fresno Pacific University, with approximately 1,300 students enrolled in all their programs.

**Table 1
Program Status**

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Multiple Subject	59	232
Single Subject	37	143
Reading and Literacy	24	13
Teacher Librarian- Special Class Authorization	10	34
Education Specialist- Mild/Moderate	15	72
Education Specialist- Moderate/Severe	9	27
Education Specialist- Early Childhood Special Education	3	46
Added Authorization- Adaptive PE	0	3
Preliminary Administrative Services	32	47
Clear Administrative Services	15	136
Pupil Personnel Services- School Counseling	13	101
Pupil Personnel Services- School Psychology	32	158
Designated Subjects- Career Technical Education	46	288
Designated Subjects- Special Subjects	3	10
Designated Subjects- Supervision and Coordination	2	3

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Preliminary Multiple Subjects and Single Subject Credentials

Program Design

The Preliminary Multiple and Single subject credential programs at Fresno Pacific University operate on the Fresno, Merced, and Visalia campuses. A Division Chair oversees both programs and reports directly to the Dean of the School of Education. Two Lead Program Directors at the main Fresno campus are responsible for the academic program design for both Multiple and Single Subject coursework and fieldwork for all three campuses. This is accomplished through close collaboration with Program Directors at the Merced and Visalia campuses. The two lead Program Directors establish coherence across the three campuses' academic programs by articulating with lead instructors at all three campuses. These instructors, in turn, collaborate closely with adjunct faculty, comprised of current teachers in partnership districts as well as university mentors. Interviews confirm that a strength of the program is its strong collaboration between these levels of leadership and instruction. A Director of Field Services and a Director of Mentoring oversee the selection of candidate student teaching placements and selection of university mentors, respectively. Both are lead instructors in the programs at Merced and Fresno campuses.

The Multiple Subject faculty members include 9 full-time, 1 part-time, and 48 adjunct faculty across the three campuses and work with approximately 230 students. The Single Subject program faculty members include 5 full time faculty, as well as 40 adjunct faculty, also across all three campuses, with approximately 140 students. Course design and selection of clinical sites reflect key demographic features of the Central Valley, including the rich diversity of culture and languages, wide range of learning needs, and the high rate of poverty that impact learning. Courses that are taught by both lead and adjunct faculty are revisited regularly to update syllabi, readings and course assignments. Clinical faculty (University Mentors) supervise student teachers and independent teachers (STSPs, PIPs, and Interns). These mentors communicate directly with site-based cooperating teachers and site-based support providers to support candidates. Both programs embrace a culturally-contextual framework, exploring teaching practices and dispositions that result in a positive impact on learning for traditionally underserved students (Gorski, 2014; Hollins, 2015). Program completer interviews confirm this is a seminal feature of the programs' emphasis. The mission of the program – “Teaching as a redemptive calling” – surfaced in every interview with current candidates, program completers, instructors, Program Directors, advisory constituents, employers and university mentors.

In the last two years, data from the RICA assessment was used to restructure the two Language and Literacy courses in the Multiple Subjects Program. Data from the TPA assessment was the impetus for instructor professional development in UDL, which was subsequently integrated across program coursework. Coursework was also recently realigned to address the new CalTPA cycles. Both employers and stakeholders note that FPU “have their fingers on the pulse of the needs of the community” and “see” the needs of the community and districts as their own. For

example, in response to the severe teacher shortage, new pathways were developed that include enrolling PIPs and STSPs and providing coursework and supervisor support that leads to Intern eligibility. A new faculty role, “Director of Independent Teaching,” was created in response to this growing enrollment to help advise PIPs, STSPs and interns. Most recently, the Institution received a 5-year, federally-funded Quality Teacher Preparation (TQP Residency grant) to partner with Fresno Unified School District in supporting 30 teachers for five years. They have also developed a similar model in partnership with Tulare City Schools, and, have worked directly with their major district partners to develop a shared understanding of and responsibility for training and supporting cooperating teachers and site-support teachers.

An Advisory Board comprised of district representatives and community stakeholders meet informally with the Division Chair to provide feedback on candidates, and to brainstorm solutions to regional challenges facing youth and families. For example, the Division Chair collaborates with community organizations and agencies such as “The Center for Peacemaking,” “360 Accelerator,” and “Every Neighbor Partnership” to secure input into the credential program on topics such as trauma-informed practices, de-escalation practices, and the development of teacher leaders equipped with “life leadership skills” who can address the unique challenges of the area schools. Advisory stakeholders note that graduates of FPU are “significant thought leaders” with a calling to “redemptive service.” Interviews with employers capture that candidates from the program have “a heart for students,” are confident, resourceful, dive deep into NGSS and Common Core pedagogy, and possess “both a how and why understanding” of their profession.

Course of Study (Curriculum and Field Experience)

Fresno Pacific University offers three pathways for candidates to complete their credential work: directed student teaching; directed student teaching with transition to internship; and an intern pathway. Irrespective of the path, all candidates complete a sequence of field experiences that is divided into four “blocks.” Within each block, program faculty align coursework/fieldwork to selected TPEs, such that there is a purposeful progression of an increasingly complex demonstration of teaching performance to align with the course sequence of the program. The blocks are assessed in an additive manner, such that a candidate in Block 4 is assessed on TPEs in Blocks 1, 2, 3, and 4.

	Semester 1 (16 weeks)	Semester 2 (16 weeks)	Semester 3 (16 weeks)	Semester 4 (16 weeks)
Full-time Student Teaching	Blocks 1 & 2	Blocks 3 & 4	-----	-----
Part-time Student Teaching	Block 1	Block 2	Blocks 3 & 4	-----
Independent Teaching	Block 1 (PIP/STSPs)	Block 2 (PIP/STSPs)	Block 3 (Intern Credential)	Block 4 (Intern Credential)

The Multiple Subjects and Single Subject programs distinguish between “non-field based” and “field-based” courses. Field-based courses comprise just over three-fourths of the total units of the program and require application of concepts from the course contexts.

Candidates enrolled in the same stage of field experience are also assigned to seminars taught by program directors. Seminars engage candidates in reflecting critically on their progress towards meeting the standards for teaching (TPEs) as well as on their dispositions toward students. Interviews confirm that seminars foster a vibrant community spirit among candidates, who describe their cohorts as “families” where professors radiate and embody the mission of the program, that “teaching is a call to redemptive service.” This is unpacked through a wheel model that includes the categories of leadership, professionalism, scholarship, and peacemaking – ingredients that candidates agree pervade all aspects of their coursework and experiences in the program.

Independent teachers (interns, PIPs and STSPs) are employed in over 185 different schools, representing over 60 districts, as determined by need. They are supported by district support providers and are assigned a university mentor. The program thoughtfully places student teachers in four main districts in the surrounding areas: Fresno Unified, Clovis Unified, Central Unified, and Sanger Unified. Site selections are chosen by examining the SARC to ensure that the school site’s population meets diverse criteria in regard to ethnicity, special education, English language learners, and socio-economic status. Interviews with employers, university mentors and program directors confirm that master teachers working with FPU student teachers receive 10 hours of training. This is accomplished through a 2-hour orientation to the FPU program between the university mentor and master teacher followed by 8 hours of an “equivalency” process where master teachers can select from a menu of professional development modules or can leverage professional development that is occurring at their own school sites. Topics include adult learning theory, cognitive coaching and restorative practices.

Assessment of Candidates Competence

The program measures candidate outcomes data continuously over the duration of the program. Signature assignments capture candidates' understanding of learning and development, ethical and curricular design principles. Candidates then apply these ideas when they complete mediated field based assignments aligned and evaluated according to the Teacher Performance Expectations.

Candidates in both the Multiple and Single Subjects Programs are assigned a university mentor. These mentors visit candidates at least 8 times per semester. The minimum requirement requires university mentors to complete at least 5 scripted observation evaluations, a mid-term evaluation and a final evaluation – all aligned to the TPEs. This was corroborated by candidates and completers who described their mentors as “champions” of their success and who were committed to their roles in supporting the candidates. Each scripted evaluation requires that candidates be given a rubric score on the each TPE and candidates sign off on each evaluation and keep a copy for their own personal records. Once a month, university mentors submit all candidate evaluations to the Program Directors. The forms are then scanned by Program Assistants into a program database. Candidates are also required to pass the CalTPA and RICA exams (for Multiple Subjects) to earn a credential.

When candidates are not meeting adequate benchmark progress during the course of the program, university mentors communicate directly with Program Directors, who then join in visiting the candidate and create an improvement plan. When candidates do not pass the TPA, the TPA coordinator meets individually to engage the candidate in an inquiry-based discussion over their assessment and reviews the tasks, rubric expectations and general information on expectations for passing TPAs. The process for resubmitting the TPAs and the program consequences for not passing on a third attempt are also reviewed.

Each candidate develops an Individual Development Plan (IDP) at the end of their final semester of field experience in collaboration with their district-employed supervisors and their program supervisors. This is corroborated by interviews with Induction Program district representatives on the advisory board who describe the IDPs created as “liveable documents” that serve as a bridge from the preliminary credential and TPEs to the induction program and the CSTPs. District stakeholders remark that FPU candidates are very clear on their goals for growth and confident in their abilities to locate resources to succeed in implementing their growth plans.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, advisory constituents, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Multiple Subjects and Single Subject credential programs.

Educational Specialist Mild to Moderate, Moderate to Severe, and Early Childhood

Program Design

Fresno Pacific University's Special Education (SPED) Division offers a credential in mild moderate, moderate severe and early childhood. There are two options in each of these programs. Students can earn an Educational Specialist credential after earning a general education credential or they can earn a SPED credential independently. Most students are interns, which means they are teachers of record at their schools while enrolled at the university, but students also can enroll as special education students and have a mentored internship option in each of the three programs. The credential programs are offered at three regional campuses: Fresno, Visalia and Merced.

The three programs are under the direction of the program directors. The program directors are under the supervision of the division chair and the division chair is under the direction of the dean. The dean is located in Fresno. The Office of Clinical Practice (OCP) works with program directors in special education with regards to field experience placements.

The candidates progress through the credential programs as a cohort and build relationships with their peers, which are often maintained after program completion. Program directors, faculty, and university supervisors are in regular contact with candidates to support the development and growth of each individual teacher candidate. Community development and individualized student support is an important part of the program's vision and practice. Most of the courses are shared across the three SPED areas. The courses are sequenced developmentally. Each course has a designated lead instructor who provides guidance and mentoring for new adjunct faculty when they are hired, sharing syllabi and materials. Lead instructors and program directors are responsible for maintaining a coherent and cohesive curriculum.

Field supervision is arranged through the Office of Clinical Practice in collaboration with the appropriate program director. The program directors provide training to university mentors, and university mentors provide guidance and support to candidates at their school sites, up to once a week if necessary. Once in a practicum setting, students are required to enroll in a fieldwork support course, and in that class they continue to work on individualized education plans (IEPs), goals and objectives, assessing student needs, and lesson planning. University mentors and site personnel support interns in field placements. The university mentor, program directors and credential analyst evaluates them.

The program collects data on the program improvement process through exit interviews, alumni surveys, and Advisory Board surveys and interviews. They seek information on the extent to which candidates are prepared, the quality of the educational services provided to students during supervised practice, and feedback from key stakeholders. The leadership uses this data to make changes in curriculum and instruction.

Course of Study (Curriculum and Field Experience)

The program requires students to attend mostly in-person classes, as well as some online courses or hybrid. The candidates are required to attend 12-15 courses for students who do not have a general education credential and 12 classes for students who do have a general education credential.

Most of the classes are shared between all three special education areas (M/M, M/S, E/C). Only a few of the classes, such as the curriculum classes and the transition classes, were specifically designed for mild moderate and moderate to severe. Each program has a curriculum course and also a program design course that is specific for them. Early childhood also didn't attend the mathematics course, shared by mild to moderate and moderate to severe. All courses are evaluated through student evaluations each semester.

According to program documentation and interviews, coursework is tied to fieldwork through assignments where students are asked to develop lesson plans, behavior intervention plans, transition support documents and other classroom relevant materials. Candidates collaborate with course instructors, lead instructors and program directors regarding field-based assignments as needed.

The development of a candidate's ability in the area of teaching English learners is located primarily within three courses: Education Specialist Orientation and Seminars (SPED 600), Language and Literacy I (EDUC 642), and Language and Literacy II (EDUC 646). In those courses, candidates are required to work with students in the schools who are English learners. The coursework is sequenced developmentally.

Candidates have a number of field-based assignments in addition to their practicum experiences as interns. Various courses require observation experiences, practice with assessment, writing behavior intervention plans (BIPs), and in some cases working one on one with students to conduct reading or math lessons with students. These diverse coursework experiences, which cover general education and special education settings, as well as elementary and secondary levels, provide additional experiences in varied settings with diverse students.

This program requires interns to enroll in intern support courses each semester while they are teaching in schools. For the traditional mentored program, there are two structured field experiences that are scheduled at the end of the program in the last two semesters before graduation. All candidates are required to perform lessons in each of two semesters of practicum. One observation is to be an ELD lesson and one a SDAIE lesson in each term. The university mentor is responsible for providing the program director with a Mentor Summary Report for each candidate and a practicum evaluation at the end of each term. Program guidance from university mentors is extensive, sometimes including 12 visits per semester.

Support also includes e-mail advice, co-teaching and sharing of materials. These mentors, often teachers themselves, provide extensive support and encouragement.

Assessment of Candidates

The program collects candidate outcome data continuously over the duration of the program, primarily through signature assignments aligned to California Commission on Teacher Credentialing (CCTC) standards and to the Teacher Performance Expectations (TPEs). Signature assignments capture candidates' understanding of learning, development, and instructional principles; fieldwork evaluations assess candidates' abilities to interpret and act on those principles in the daily execution of teaching responsibilities. Candidates learn of upcoming assessments via course syllabi, which include details rubrics demonstrating how course instructors enter candidate evaluations.

University mentors are required to formally observe candidates performing lessons in the field with students six times each semester over two semesters and then provide reports to the program directors twice each semester on each candidate.

The program directors serve as advisors and meet with students on a regular basis to discuss their academic progress. They also oversee successful completion of all requirements by their advisees. They do so by ensuring mastery of skills by reviewing each candidate's portfolio, which demonstrates mastery of expected performance indicators. A credentials analyst confirms satisfactory fulfillment of requirements using a special education credentials authorization exit checklist.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, advisory, and supervising practitioners, the team determined that all program standards are **Met** for the Educational Specialist, Mild Moderate, Moderate to Severe, and Early Childhood Programs.

Adapted Physical Education Added Authorization

Program Design

The Adapted Physical Education Added Authorization at Fresno Pacific University is offered by the Special Education Division. The program is offered online to candidates across California and prepares teachers to work within a school setting and engage children and adolescents in meaningful and beneficial physical exercise. Administration of the program occurs at the Fresno campus. The program director for the Adapted Physical Education Added Authorization program is also the program director of the Moderate to Severe Disabilities Preliminary Credential Program and is a full time faculty member in the Special Education Division. Across interviews with various stakeholders a constant theme is the availability, support, and encouragement that is regularly demonstrated by the program director.

The program has an advisory board that meets formally on an annual basis. Interviews with advisory board members and the program director indicate that in addition to the annual meeting the program director is in regular communication with members of the advisory board to gather input related to the program as well as to provide support to the interests and needs of the advisory board members related to their roles in the field of adapted physical education. In addition to adjuncts, mentors, and traditional P-12 partners, the advisory board also includes stakeholders from entities like Break the Barriers, the Diamond Learning Center and others with a focus on promoting integrated sports, health and fitness in the Central Valley. The advisory board is a place of networking for stakeholders with an interest in growing Special Olympics and Unified Sports along with advocating for growth in the field of adapted physical education.

Course of Study (Curriculum and Field Experience)

Candidates complete the 19 unit Adapted Physical Education Added Authorization over three semesters. In the first semester of the program, candidates complete 9 units of coursework focused on the characteristics of students in adapted physical education, motor behavior as applied to adapted physical education, and scientific principles of exercise and movement. During the second semester, candidates complete 6 units of coursework focused on roles, responsibilities, curriculum, and technology specific to adapted physical education. Across the 15 units of coursework completed in the first two semesters, candidates are required to complete 40 hours of embedded fieldwork. Candidate and completer interviews indicate a strength of the program is the instruction provided by individuals who are active practitioners in the adapted physical education field who know their content well and can provide practical examples from their own instruction. Additionally, interviews with candidates, completers, and instructors revealed a possible area of continued development in the instruction of diverse learners. The program clearly ensures candidates have experiences with different grade levels and with students with different abilities and disabilities. However, further experience with learners of different cultures, cultural heritages, ethnicities, languages, religions, social economic statuses, gender identity/expressions, and sexual orientations could be developed within the program. The program director has already begun the implementation of a

document of experience form in the practicum portion of the program to support further development of the program in this area.

During the final semester candidates complete 4 units of practicum, which requires 100 hours in an appropriate Adapted Physical Education placement. University appointed mentors supervise the practicum via video technology or in-person depending on the locale of the candidate and the availability of mentors. Interviews with candidates, completers, and employers all indicate that candidates feel well supported during the practicum experience by their mentor and that placement sites have sufficient communication with the mentor even when supervision and mentoring is happening via video technology.

Assessment of Candidates

Candidates are assessed via signature assignments aligned to program standards in coursework. Additionally, the program recently developed and implemented a Revised Practicum Evaluation Form aligned to the program standards to assess candidates as their practicum experience draws to a close. Finally, the program uses an exit portfolio process whereby candidates must resubmit their signature assignments along with reflections around their performance and areas for growth in each of the program standard areas. The exit portfolio is reviewed and discussed with the mentor and with the program director to ensure candidates have demonstrated sufficient competency in the program standard areas before being recommended for the Added Authorization.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Adapted Physical Education Added Authorization.

Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program

Program Design

The mission of Fresno Pacific University's Teacher Librarian Program is to prepare professional educators to develop and maintain high quality library media and curricular programs by serving as information and technology specialists, instructional leaders, and collaborative partners in K-12 schools. The program operates online and is currently under the leadership of an interim program director. There is one-part time faculty member/associate director and seven adjunct faculty members. The program director holds responsibility for communicating with stakeholders within and outside of the university and shares advising responsibility with the associate director. The program director recruits mentor librarians as site supervisors and directly supervises all candidates during their fieldwork. The School uses a Memorandum of Understanding and a Letter of Introduction to outline the requirements for support and the expectations of the mentor librarians who informally supervise the candidates during their fieldwork experiences.

All of the ten courses are delivered online through Moodle, the School's learning management system. Candidates are enrolled in one 8-week course at a time, typically two courses per semester. The structure of coursework and field experiences is purposefully interrelated, and laid out in a developmentally designed sequence.

Program leadership collects input from candidates during the program exit interview, end of module surveys, and course IDEA evaluations. During the program exit interview, completing candidates give additional input about the program strengths and areas of improvement. Data about student learning is also collected via the Instructor Reflection forms, as well as input from alumni and district representatives during advisory meetings.

Based on the data collected over the past two years, the program director has instituted some changes. Students take one course at a time, usually 6 units (2 courses) per semester. Currently, an online site supervisors training program is being developed for the mentor librarians who work with candidates in the fieldwork course. This training program will consist of content from the intersegmental project and local program information. The program director is also working on an evaluation process for site supervisors. All successful site supervisors will be recognized through a thank you letter from the program director and an invitation to use a graduate course waiver for future professional development. These programmatic changes are expected to be in place and available for use in the fall of 2019.

Course of Study (Curriculum and Field Experience)

The ten courses are designed to address the interplay of school library content, effective instruction, and best practices in school librarianship. The structures of coursework and field experiences are purposefully interrelated, and in a developmentally designed sequence, ending with 105 hours of field experience activities. The fieldwork course provides students the

opportunity to apply and reflect upon activities created in the core courses and must be taken at the end of the program course sequence. This final course serves as the capstone experience for the Teacher Librarian Program. Candidates expand their knowledge of school librarianship by implementing activities that were introduced or designed in previous courses. Each candidate must complete two field placements, each under the guidance of a site supervisor. One placement can occur in the candidate's school library. The other venue must be outside the candidate's school library. The venues and site supervisors must be approved by the course instructor prior to commencing the fieldwork. The site supervisors observe lessons, review and provide feedback on the candidate's fieldwork logs, and verify the hours of service. The program director directly supervises all candidates during their fieldwork. Candidates may complete fieldwork requirements over the course of two full-length semesters, if needed.

The Teacher Librarian Program also offers an additional course (LIB 751 Twenty-first Century School Librarianship). When completed, it qualifies teacher librarians that currently hold a valid California Teacher Librarian Services Credential to add a Special Class Authorization (SCA). The SCA allows teacher librarians to provide departmentalized instruction in information literacy, digital literacy, and digital citizenship to students in grades 12 and below, including preschool and in classes organized primarily for adults.

Assessment of Candidates

The program director reviews and confirms successful completion of all requirements by the advisee. The program director uses an online platform to plan and track candidate progress through the program and automates restricts enrollment when prerequisites have not been satisfied.

Beginning in the first course, candidates create an ePortfolio, and continue to add to it throughout the entire Teacher Librarian Program. In each course, the candidates add reflections, resources or artifacts from their coursework to their ePortfolios. By the end of the program, candidates have a digital portfolio that serves as a complete, self-created, professional online resource and profile. Each candidate's completed ePortfolio will be assessed in LIB 792 and reviewed during the candidate's program exit interview.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and advisory board members, the team determined that all program standards are **Met** for the Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program.

Reading and Literacy Added Authorization (RLAA)

Program Design

The Reading and Literacy Added Authorization (RLAA) program supports the belief that all children can learn and that learning occurs when students are actively engaged in constructing meaning within collaborative communities of learners. The program operates as a face to face program with online components woven throughout.

The program consists of the program director, one faculty member/program coordinator, and adjunct faculty. The program director coordinates between the unit (i.e. the dean and university), one faculty member/program coordinator, and adjunct faculty. The program director holds responsibility for communicating with stakeholders within and outside of the university and shares advising responsibility with the program coordinator.

The program is a one- year program consisting of five courses (14 units) offered in Fall, Spring, and Summer semesters. The program is designed for practicing teachers and coaches seeking to improve their effectiveness in literacy instruction. The courses are designed to be taken in sequence culminating with the clinic based course.

Recent changes to the RLAA courses, reflect recent shifts in education, embedding competencies for understanding the Common Core State Standards, working with English learners based on the ELD/ELA frameworks, Response to Intervention, and other 21st Century literacy skills. The coursework reflects the reciprocal processes of reading, speaking, listening, and writing and provide candidates with the knowledge and experiences needed to develop as reading experts who understand language as a tool for learning and value of cultivating a culture of literacy.

Program leadership collects input from completing candidates during the program exit interview, end of course surveys, as well as from alumni and district representatives during advisory meetings.

Course of Study (Curriculum and Field Experience)

Course-embedded experiences are designed to encourage candidates to try new practices in their classrooms. The five courses are carefully sequenced to build on experiences and prior knowledge, circle back to previous concepts, and introduce new information to extend candidates' thinking about literacy foundations and pedagogy. Candidates take a deep dive into the reading and writing processes and examine pedagogical implications on classroom literacy. In the program, candidates explore literacy for diverse learners and learn how to differentiate for all learners. The final course houses the clinical experience. This four-week course is set in a partner school district where candidates work with struggling readers under the supervision of a highly qualified course instructor. Candidates use assessments to determine literacy needs,

then design, and implement instruction to boost students' strategic processes in literacy and accelerate literacy development.

Assessment of Candidates

Candidates learn of upcoming assessments via course syllabi, which include detailed assessment rubrics. Signature assignments are primarily used to capture and monitor candidates' understanding of theoretical principles and instructional implications throughout the program by the instructors and the program director.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, advisory board, and employers, the team determined that all program standards are **Met** for the Reading and Literacy Added Authorization.

Preliminary Administrative Service Credential Program

Program Design

The Preliminary Administrative Services Credential Program for Fresno Pacific University is aligned to the University vision to “prepare passionate, student-centered, morally responsible educational leaders who will impact the quality of education for all students”. The program is offered at two campuses located in Bakersfield and Visalia. The Preliminary Administrative Services Credential Program is structured over three semesters and can be completed in one year with three entry points including fall, spring and summer semesters. The program is specifically designed to prepare candidates to serve as school-site principals. It is understood that the skill set necessary to succeed in the principalship is fundamental to success in any school/district leadership role.

Five core courses aligned to field work courses and the California Administrator Performance Expectations (CAPE's) prepare candidates for the California Administrator Performance Assessment (CalAPA). Courses have recently been revised to include experiences that align with the three cycles of inquiry assessed in the CalAPA. Candidates may also enroll in the Internship Credential program through an additional course and additional mentor contact.

The Preliminary Administrative Services Credential Program is led by the associate dean of the administrative services department and program director for the Visalia campus and the program director for the Bakersfield campus. The associate dean of the administrative services department provides oversight and direction for the administrative services department and reports directly to the dean of the school of education. A second program director provides leadership and oversight to the Bakersfield campus. In addition to program leadership with the administrative services department both the associate dean and program director at Bakersfield serve as instructors for the program.

All instructors and adjunct faculty offer current job embedded experiences to candidates because they serve or have recently served as practicing administrators in school districts in California's San Joaquin Valley. Program faculty are experienced California Pre-K-12 administrators. Eleven adjunct faculty serve as instructors in the program and have experience as school site principals or district administrators.

The associate dean and program director of the Visalia campus collaborate on a regular basis with the program director of the Bakersfield campus as evidenced by interviews. The associate dean communicates on a regular basis with the Dean of the School of Education and attends program director meetings. Communication responsibilities for the associate dean and program director for the Bakersfield campus also include correspondence between the Dean of Education and Fresno Pacific University. The associate dean and program director for the Visalia campus and the program director for the Bakersfield campuses also communicate regularly with adjunct faculty, district superintendents or designees and mentors. This was substantiated through document review and interviews with program directors, faculty and mentors. One critical program modification made during the past two years to strengthen the sequence of courses and syllabi better ensure student outcomes aligned to the CAPEs has been the integration of California Administrator Performance Assessment (CalAPA) learning activities into all facets of the program. During this alignment process stakeholder input was reviewed and the school of education added the course, Digital Leadership in Schools. This modification supports candidate's preparation for participation in the California Cal APA.

Program directors solicit input from stakeholders on a regular basis. The program directors engage in conversations with districts during the initial partnership Memorandum of Understanding (MOU). Interviews with employers indicate the program director responds promptly to questions. Input from coaches and candidates is collected twice per year utilizing program surveys. Additional feedback from candidates, coaches and superintendents or designees is gathered at the end of the program during the exit interview and annual alumni summit meeting. Program directors gather input through program advisory partner meetings and informal network meetings.

Course of Study (Curriculum and Field Experience)

The Preliminary Administrative Services Credential Program established by the School of Education is organized into three semesters and can be completed in one year. Candidates may enter the program during the fall, spring or summer semesters. This flexible entry point is well received by stakeholders because it provides multiple opportunities for candidates to begin their leadership development and is particularly well received by stakeholders seeking the intern credential pathway.

Throughout the program, candidates participate in fieldwork experience courses, one two-unit course per semester, that supports the California Administrator Performance Expectations

(CAPE's) and are aligned to prepare candidates for participation in the California Administrator Performance Assessment (CalAPA). Course work provides candidates with opportunities to focus on real work applications, actions and decisions.

Candidates in the Preliminary Administrative Services Credential Program typically have one field placement throughout the program. In the case of most teachers and counselors, this placement is the school in which they are employed. Non-school-based candidates, such as school psychologists, school nurses, professional development consultants are placed at school sites in which they regularly serve. The documentation reviewed including student lists and the end of program survey results demonstrated that a majority of the candidates in the program currently serve in a teaching role.

Candidates complete performance-based assessments aligned to the course during the field work assignments. The assignments are placed in an electronic portfolio and have practical application to the work as an administrator. University program mentors review course work with candidate's, assist with the planning and activities, consult with the district advisory supervisor and collaborate with the district advisory supervisor to assign a course grade. District advisory supervisors assist the candidate and university supervisors in the planning of field work-based activities and are available to support candidates on an ongoing basis. The field work is completed at their school site and in most cases the mentor is someone selected in cooperation with the district superintendent or designee and the program director. Program directors at the Visalia campus and the Bakersfield campus are responsible for initial program advisement regarding the application and admission requirements. The program directors follow through with advisement during the program and ultimately follow up with candidates through course completion. Candidates and instructors noted during interviews a strength of the program is the support provided by program directors.

Assessment of Candidates

Candidates are assessed in competencies in each of the courses through common assessment and a signature assignment for each course. In each of the course syllabus candidates are made aware of the assessments and the knowledge and skills to be highlighted. Candidates are assessed for meeting or exceeding program standards through a review of the documents and evidence submitted, evaluations and university records.

The program collects candidate outcomes data continuously over the duration of the program, primarily through signature assignments aligned to CAPEs. The signature assignments are representative of the type of work candidates will perform in administrative roles. Signature assignments capture candidates understanding of leadership principles, clarity of core values and ethical foundations for decision-making. The signature assignments also verify a candidate's ability to make practical application of knowledge, understandings and skills.

Fieldwork coaching and evaluations assess candidates' abilities to interpret and act on those principles in the daily execution of leadership responsibilities. The associate dean of administrative services and program director assesses candidates' cumulative development of leadership understanding and ability during the program exit interview, relying partly on a portfolio to do so.

A summative review panel which includes the candidate's superintendent or designee, coach and program director determine the candidates' readiness to be recommended for the recommendation for a preliminary administrative services credential. A scoring rubric is used to provide feedback and ensure fidelity to the program. Candidates' stated during interviews that the scoring rubric provide them with reflective feedback for further growth.

Candidates are informed of program information, assessments, course and field work expectations during the registration and enrollment process. This information is also shared in a candidate handbook and reinforced during the initial class. Instructors, program directors, candidate's and completers stated in interviews that the expectations are clearly outlined and assistance is provided to candidates who need additional support. Candidates are advised about the criterion for each assessment through each course syllabi which include an assignment scoring rubric. Course instructors enter candidate evaluation data into the University's learning management system and have ongoing access to the portal.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Administrative Services.

Clear Administrative Service Credential Program

Program Design

Fresno Pacific University School of Education provides a Clear Administrative Services Credential Program designed for full time administrators who hold the Preliminary Administrative Service Credential. The Clear Administrative Services Credential Program is offered on two satellite campuses located in Visalia and Bakersfield.

The two-year program is primarily a coaching-based program to support candidate learning. Candidates receive a minimum of 40 hours of individualized coaching during each year of the two-years and engage in a minimum of 20 hours of professional learning experiences. Professional learning opportunities are developed around each candidate's unique needs and priorities. Assessments aligned to the California Professional Standards for Educational Leaders (CPSELs) provide a foundation for goal development and collaborative coaching conversations.

Candidates collaboratively develop an Individualized Induction Plan guided by a coach and district supervisor. The program director or university representatives and the district superintendent or designee provide input to the design and the development of the candidate's Individualized Induction Plan.

The School of Education retains experienced, qualified and supportive faculty and coaches who are current practitioners in local school districts, participate in professional learning and collaborate with program directors. The associate dean of administrative services serves as the program director for the Visalia program and works in collaboration with the program director for the Bakersfield program to provide leadership. The associate dean of administrative services and program director for the Visalia program communicates and collaborates directly with the Dean of the School of Education during director meetings and caucus meetings.

While the program has largely remained as designed, minor program changes to document distribution and submission have occurred to assist candidates in meeting program outcomes. The document distribution and submission process are currently being revised due to a new learning management system to be implemented during the summer of 2019 and will facilitate the collection of end of program assessments.

Employers, coaches and candidates indicated that the associate dean and program director for the Visalia campus and the program director for the Bakersfield campus frequently reach out to engage in conversations with stake holders and seek input about program enhancements. Input from coaches and candidates is collected twice per year through surveys. Additional feedback from candidates, coaches and superintendents or designees is gathered at the end of the two-year program during an exit interview.

Course of Study

Candidates are provided with a job – embedded learning experience to support the demonstration and mastery of the competencies detailed in the California Professional Standards for Educational Leaders (CPSELs). The Clear Administrative Credential Program features four components. The first is the development of an Individual Induction Plan based on the California Professional Standards for Educational Leaders (CPSELs). This plan is developed in collaboration with the candidate's district superintendent or designee and coach serves as the blueprint for the entire induction experience. The Individualized Induction Plan includes a pre-assessment, goals, a coaching plan and professional learning options.

The second component includes forty hours of reflective coaching for each of the two years of the program. Individual reflective coaching is the primary vehicle for supporting candidate learning. Partnership agreements with districts state it is the responsibility of the partnering district or Local Education Agency to provide a coach to support the candidate throughout the two-year induction experience. In most cases, coaches are selected from the administrative team of the candidate's district and it was reported during interviews that this practice provides

candidates with an opportunity to be coached by an experienced administrator familiar with the context and responsibilities of their position.

The training and supervision of coaches is provided by the Administrative Services Department and emphasizes the importance of face-to-face coaching and a research based coaching model highlighting Cognitive Coaching, Developmental Supervision, and Blended Coaching to identify and encourage coaching best practices.

The third component of the program is 20-30 hours of professional learning experiences aligned to the candidates Individual Induction Plan, job responsibilities and personal learning priorities. Professional learning experiences are guided by input from the district superintendent or designee and coach. Initially, the program provided all candidates and coaches with access to an online professional development video library to search for and view video resources by topic. However, during the first two years of program implementation, feedback indicated that job-embedded professional development provided by districts or local education agencies exceeded 20-30 hours of professional learning per year and was aligned to candidate goals. The final component of the Individual Induction Plan is assessment of candidate learning. Assessment is documented in the candidate coaching reflection log and artifacts as described in the candidate's Individual Induction Plan.

Assessment of Candidates

Candidates are assessed for meeting or exceeding program standards through a review of the documents and evidence submitted, evaluations and university records. Program documentation is reported to be housed and monitored by a web-based platform and includes candidate pre-program self-assessment, the Individual Induction Plan, documentation of coaching hours and professional learning experiences, and formative and summative assessments. The portfolio includes the Individualized Induction assessment, records of coaching interaction, artifacts generated by the candidates and demonstration of progress towards the learning plan goals, a mid-year benchmark assessment and a mid-year program assessment.

Formative assessments are conducted during each coaching conversation when candidates complete a written reflection to share with their coach. This written reflection provides for further private reflection, evidence of the coaching activity and serves to inform the coach of candidate thinking after the session. This formative assessment helps to set the stage for future coaching conversations. During interviews with candidates, coaches and supervisors it was shared that this process has developed reflective leaders who model the skills and tools to set goals for future actions.

The initial assessment includes a review of the candidate's preliminary services credential program and assessments, a pre-program assessment aligned to the California Professional Standards for Educational Leaders (CPSEL's) and input from the superintendent or designee.

The mid program assessment, or benchmark assessment, completed at the end of the first year, includes a review the candidates' goals to adjust the Individualized Induction Plan as needed. The candidate and coach assess the candidate's performance against each of the six CPSEL-based goals written at the beginning of the year. The mid-program assessment is used to refine the Individual Induction Plan and direct future coaching and professional development activities. The mid-program written reflection includes a coach response and is submitted to the administrative services program director and placed in the candidate's portfolio. Program completion is finalized with a candidate reflection on progress toward attainment of Individualized Learning Plan goals, a coach reflection, review of professional learning logs and portfolio contents as well as a response from the candidate's superintendent. The program directors confirm the satisfactory completion of all program requirements in collaboration with the credentials analyst. Upon determination of successful completion of all requirements, program directors schedule and conduct the candidate's summative review panel exit interview, including the candidate's superintendent or designee and coach. Following the exit interview, the summative review panel convenes to complete a scoring rubric and determine the candidate's readiness to be recommended for the Administrative Services Clear Credential. Candidates are informed of program assessments through an initial orientation with the program directors and provided with a copy of the Administrative Services Clear Credential Induction handbook which outlines program completion requirements, support provided and an appeal process should candidates disagree with the determination of the summative review panel.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Clear Administrative Services.

Pupil Personnel Services Credential School Psychology

Program Design

The Fresno Pacific University (FPU) School Psychology Program is housed in the School of Education. The program matriculates Candidates on the Bakersfield, Merced, North Fresno, and Visalia campuses. Courses are offered in both online and in-person formats. Within the program, candidates earn a Masters of Arts degree (MA) in School Psychology and professional training toward meeting the requirements for the Pupil Personnel Services credential (PPS) with authorization in school psychology.

Fresno Pacific's Master of Arts (MA) in School Psychology program prepares candidates to utilize appropriate strategies and techniques in counseling, consulting, assessment, intervention, and evaluation to work as credentialed school psychologists in public school settings. Candidates admitted to the program have two options; the 73-unit MA program, with PPS in School Psychology and the MA, Dual program which consists of 93-units. The Dual

program permits Candidates the opportunity to earn a PPS in both School Psychology and School Counseling. Prior to admission in either program, Candidates must complete 4 prerequisite courses.

Fieldwork hours facilitate candidate learning and supports candidate application of skills. First and second year MA program students engage in practica activities within a school setting and complete a total of 500 hours of fieldwork. During the final year of the program, a culminating field experience occurs and in the third-year, candidates complete a full-time 1200-hour school-based internship. Within the Dual program, students also participate in practica and internship activities which consist of 600 hours of fieldwork and the full-time 1200 school-based internship in the third year. Completers and current candidates of both program options commented that the coursework combined with practicum experiences provide a strong foundation, which prepares them for the field and experience needed to be able to meet the demands of practicing school psychology in diverse and challenging schools.

The division chair coordinates between the unit and the university. Additionally, the division chair is responsible for overseeing quality assurance within the program through assessing program performance, directing all continuing and new program initiatives and ensuring the academic quality and integrity of the program. Regular program operations including admissions, teaching, and communicating with stakeholders, is the primary responsibility of the school psychology program director.

Course of Study (Curriculum and Field Experience)

The program has experienced changes within the past two years involving curriculum and fieldwork. In interviews with completers, current program candidates, and site supervisors the change in rigor of the coursework was discussed. The current division chair, program chair, and regional center directors confirmed syllabi and curriculum transformation. Through meetings with stakeholders from school districts, full-time, and adjunct instructors, small groups worked on specific syllabi and courses in order to further align curriculum to CTC standards and address the National Association of School Psychology (NASP) standards. Additional changes were made to the candidate fieldwork experience. The program increased the level of university supervision by hiring multiple supervisors to provide additional supervision to intern candidates through increased site and small group meetings. Supervision by university supervisors increased from an average two face to face meetings per semester to an average of six meetings.

As candidates begin the second year, they engage next in a 225-hour practicum experience that will serve as completion of their first hours and a segue to the 1200-hour internship. The internship serves as the culmination of their demonstration of competency, knowledge, and skills developed in all areas of school psychology. Candidates, university instructors, and employers commented upon the readiness of candidates to participate in fieldwork activities that allowed them to fully conceptualize theories being learned within the classroom and

integrate and apply them in school contexts. A review of syllabi and interviews with current university and site supervisors verify that course instructors present educational theories while site and university supervisors consistently observe its application in the field.

Across all four campuses, stakeholders external to the program such as school psychology supervisors, school psychologists, completers, employers, and district administrators are invited to become advisory committee members. Interviews with these stakeholders confirmed the program's consistent and open lines of communication. Advisory members verified that meetings occur approximately one to two times annually on a formal basis and more often informally through e-mail communications and phone calls. Advisory committee members further share that they have seen a responsiveness by the program to the input they provide on student trainee performance, program structure, and changes that impact student preparation.

Informal contacts between university and site supervisors also occur as necessary to address questions. In addition to candidate specific communication, site-based supervisors are invited to offer additional comments or suggestions for improved student progress and suggestions for program improvement.

In interviews, candidates and completers report being well prepared for fieldwork in schools through a combination of their coursework and practicum experience. Candidates commented upon a number of classes such as; Fieldwork Supervision, Counseling for Diversity, and Psychological Assessment for Linguistically Diverse Learners as courses that were pivotal to their learning.

Assessment of Candidates

Candidates are evaluated through multiple assessments beginning with admission continuing throughout their tenure in the program during appropriate transitions, and at the completion of the program. The NASP training domains and CTC standards for graduate preparation are embedded within curriculum design and integrated into the program evaluations that are used with candidates.

Throughout each course candidates are assessed on several standards leading to the culminating assessment of specialization standards during their field placement. Both formally and informally, all candidates receive evaluations from field work supervisors and university supervisors. Additionally, each candidate is assessed through completion of their portfolio and passing the Praxis exam in school psychology. During the spring semester of the second year, candidates must earn a passing score on the Praxis II exam at or above the national score of 147 to demonstrate their competence in school psychology prior to completion of the program. Upon passing the Praxis II the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).

The Program Portfolio Exit Interview is for third year internship students and occurs at the conclusion of the School psychology program. The Program Portfolio Exit Interview is the culminating dialogue with faculty members regarding the development of the candidate's professional identity and practice as a professional school psychologist. Candidates prepare a portfolio that includes key assignments and evidence of the candidates' professional development illustrating their practice and competence as a beginning school psychologist. After review by the division chair, program chair and/or an additional faculty member, the candidate sits for an oral examination/interview of the portfolio. The interview provides the candidate with a platform to share evidence of their professional growth, competency, and the impact they have had in the schools where they have served during their three years within the program.

In discussions with candidates and completers they report a clear understanding of assessment requirements and expectations. In interviews, candidates indicated that consultations and advisement with faculty prepared them at each level of the assessment process. Both groups reported that they felt confident in their understanding of program requirements for matriculation in and completion of the program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the School Psychology program.

Pupil Personnel Services Credential in School Counseling

Program Design

The School Counseling program at Fresno Pacific University is housed in the School of Education (SoE). Currently the program is not housed on the main Fresno Pacific University campus, it is available to Candidates at four regional campuses located in Bakersfield, Merced, North Fresno, and Visalia. Within the program courses are offered predominantly through an in-person format with some hybrid courses. Candidates who complete the program earn the Master of Arts degree in School Counseling with a California Pupil Personnel Services (PPS) credential that authorizes them to be employed as credentialed school counselors in a public-school setting. The School Counseling program adheres to the California Commission on Teacher Credentialing (CTC) Standards and the American School Counseling Association National Model (ASCA). The curriculum includes both academic classroom training and applied field experience with children and adolescents in schools and other agencies. Within the program, the emphasis is on preparing candidates to provide prevention and intervention strategies to remove barriers to learning for all children and to assist PK-12 students in achieving their personal potential.

The program requires a minimum of 59 units of coursework. Prior to admission to the program, candidates are required to complete four prerequisite courses.

The Division Chair coordinates between the unit and the university. Additionally, the Division Chair is responsible for overseeing quality assurance within the program through assessing program performance, directing all continuing and new program initiatives and ensuring the academic quality and integrity of the program. Regular program operations including admissions, teaching, and communicating with stakeholders, is the primary responsibility of the school counseling Program Director.

The School counseling program division chair, program director, and regional center directors closely collaborate with candidates, university supervisors, site supervisors, and school administrators. Verified multiple interviews with multiple completers, employers, and candidates it is evident that communication across the program and campuses occurs on a consistent basis.

Communication from the program to candidates is enabled via use of the University's course management system Moodle as well as general e-mail. Both e-mail and Moodle are used to notify candidates of program happenings/announcements, provide them with training resources, forms, and delivering or requests for information.

Course of Study (Curriculum and Field Experience)

School counseling program Candidates begin their program by taking a sequence of four general education courses that establish a counseling foundation and meets the generic CTC standards for the PPS credential. Upon completion of the first semester, all candidates participate in the Advancement to Candidacy-I process determine PPS program appropriateness (school counseling or school psychology) and declare a program of study. Through responding to a self-reflection question in combination with grades and instructor feedback, candidates are required to consider the appropriateness of the school counseling program for themselves based upon their individual attributes.

Once candidates confirm school counseling as the program of study the second semester and conclusion of the first year in the program requires the completion of the remaining general courses and the beginning of the first practicum experience consisting of 100 hours shadowing a highly qualified school counselor in the field.

As candidates begin the second year, they engage in the 600-hour practicum internship that will serve as the culmination of their demonstration of competency, knowledge, and skills developed in all areas of school counseling and guidance within pre-K through adult pupils in the areas identified in the standards for school counseling. The integral nature of fieldwork within the program is confirmed by Candidates, university instructors, and employers commented upon the readiness of candidates to participate in fieldwork activities that allowed

them to fully conceptualize theories being learned within the classroom, integration of that knowledge and application of it in school contexts. A review of syllabi and interviews with current university and site supervisors verify that course instructors present educational theories while site and university supervisors consistently observe its application in the field.

Review of all documents and interviews with Candidates and faculty members including field supervisors and administrators provide evidence of a well-constructed credential program. Candidates and completers report being well prepared for field placement and counseling work in schools armed with theoretical and professional knowledge gained from their tenure in the program. They report overall consistency of good quality teaching in the program and appreciation for the experience, diversity, support and guidance provided by faculty and field supervisors. Commentary from Fieldwork site supervisors, university supervisors and employers confirm Candidates skills and abilities observed in the field. These professionals report that the program consistently produces candidates who demonstrate the ability to deliver effective services to children, families, and teachers, and who also display good collaborative consultation skills and the ability to proactively apply their knowledge, skills, and dispositions in school contexts.

A strength of the school counseling program is the concurrent nature of coursework and fieldwork. After students declare their program of study, they begin their first 100 hours of shadowing a highly-skilled school counselor. Syllabi, candidate interviews, and site supervisor commentary confirm that fieldwork and coursework are closely aligned to provide students with the foundation skills they need to be successful in gaining an understanding of and engaging with the profession of school counseling during the first practicum experience. This combination of course sequence and fieldwork alignment continue as candidates enter the 600-hour internship practicum phase that requires them to perform the duties of a school counselor through addressing the needs of pre-K–12 students in the areas of academic achievement, career planning and social/emotional development.

Communication between the university supervisors and site supervisor is key. In conversation with site supervisors they confirmed sufficient and effective channels of communication between both groups and a responsiveness from the university if candidate dispositional or other issues arise at a site so as to ensure that both the candidate and the district participate in a mutually beneficial experience. Formal contact between university and each field-based site supervisor occurs in both face to face meetings as well as via calls and e-mails. Multiple contacts to monitor candidate progress and share any university or district concerns as applicable occur at least five to six times per semester during the fieldwork assignment.

Informal contacts between university and site supervisors also occur as necessary to address questions. In addition to Candidate specific communication, site-based supervisors are invited to offer additional comments or suggestions for improved student progress and suggestions for program improvement.

In interviews, candidates and completers reported being well prepared for fieldwork in schools through a combination of their coursework and practicum experience. Candidates commented upon a number of classes such as; Fieldwork Supervision, Counseling for Diversity, and Practicum in Group Process as courses that were pivotal to their learning.

Assessment of Candidates

Candidate performance is based on multiple assessments beginning with admission, and continuing throughout the program during appropriate transitions, and at the completion of the program. School Counseling Standards are integrated into the program and the evaluations that are utilized with candidates. Candidates are assessed in every course on either the generic or specialization CTC standards, program competencies, skills/knowledge, ASCA training standards for graduate preparation, and program dispositions and aptitudes which are embedded in the curriculum design.

Throughout each course candidates are assessed on several standards leading them to the culminating assessment of all specialization standards during their field placements. Both formally and informally, all candidates receive evaluations from field supervisors and university supervisors.

At the conclusion of the School Counseling program, candidates are evaluated via the final Program Portfolio Exit Interview. Each candidate must prepare a portfolio that includes key assignments and evidence of the candidates' professional development illustrating their practice and competence as a beginning school counselor. After review by the division chair, program chair and/or an additional faculty member, the candidate sits for an oral examination/interview of the portfolio. The interview involves a collaborative dialogue and provides the candidate with a platform to share evidence of their professional growth, competency, and the impact they have had in the schools where they have served during their two years within the program.

In discussions with candidates and completers they report a clear understanding of assessment requirements and expectations. In interviews, candidates indicated that consultations and advisement with faculty prepared them at each level of the assessment process. Both groups reported that they felt confident in their understanding of program requirements for matriculation in and completion of the program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the School Counseling program.

Designated Subjects

Career Technical Education, Special Subjects, and Supervision and Coordination

Program Design

The administrative structure of the program consists of the Dean of the School of Education with program oversight by the Program Director. The Advisory Board has input into the program and makes recommendations on policy, curriculum updates and other aspects. The Advisory Board is composed of former students in the program who are currently working in the field, faculty and employers. The line of communication is from the faculty to Program Director and then to the Dean of the School. Faculty post office hours for students.

The DSE credential coursework is scaffolded with a beginning orientation course that builds foundational knowledge. Fieldwork placement is most often identified as the current employing agency of the candidate. A mentoring component supports candidates within the program based on each candidate's prior teaching experience and assessment from the employing agency. Candidates also have a support system in place to navigate the LMS through the program leads and the technology department. This is in place for both the DSCTE and the SC programs.

Based on the feedback from the program review committee, the program aligned TPEs to course content. There is evidence of the alignment in syllabi and assessments. In addition, assessments have been updated to include mentor documentation of candidate's progress. Feedback and support within the online setting is given to faculty to ensure there is standard alignment.

Course of Study (Curriculum and Field Experience)

Credentialing candidates take 15 units of online instruction with personalized learning and typically complete the program in 9-10 months. It takes candidates an additional two years to complete the clear credential requirements by fulfilling coursework, the health and constitution requirements and two years of successful teaching to clear their credential. In this time, students integrate their industry experience with a thorough understanding of theory and pedagogy of CTE teaching.

The sequence of courses includes an overview of operational processes and introduction to education systems including the CCTC, CDE, Local Education Authorities, and school districts. Candidates are introduced to lesson planning, instructional methodologies and learning styles across student groups. Courses provide content in Ed Tech, Foundations (CTE history, delivery system, policy, practices, standards and frameworks), Curriculum Development, Instruction for Special Populations, Assessment, and Classroom and Laboratory Mgt. Two specific courses address special populations and EL students. (DSE-420 and DSE 425 enable candidates to obtain EL Authorization.) Instructional strategies addressing a diverse student population are embedded throughout the course of study.

Traditional field placements are not applicable to this credential since candidates are placed in classrooms as CTE teachers while in the program. The Program Director contacts the district where the candidate is employed and provides a letter of introduction. Candidates are assigned a mentor in the first course (DSE-400) A module explains the responsibilities of the workplace mentor in assessing the candidates.

The Supervision and Coordination Credential does not require field work since candidates have industry experience and possess a DSCTE Credential. The two-course sequence, Supervisor's Role in Administration of Vocational Education Programs and Leadership and Program Development are delivered through on-line instruction.

Assessment of Candidates

During teaching experience, candidates work with their mentor on the TPE's while the mentor provides a progress summary on the TPE's at the end of each semester. The mentor receives training and communicates with the program director on progress toward standards and TPE's. The Program Director maintains records of course assignments, mentoring activities and additional requirements that provide evidence to support recommendations for the DSCTE Clear Credential. The candidates participate in an exit interview with the Program Director.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Designated Subjects Career Technical Education and Supervision and Coordination Career Technical Education.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>Fresno Pacific University School of Education’s mission/vision, “Teaching is a calling to redemptive service,” is deeply embedded in all credential programs evidenced by testimony of leaders, faculty, candidates, completers and stakeholders. A constructivist learning theory provides a theoretical framework for all programs and assessment processes. A review of course syllabi, website, handbooks, faculty vitae, and hiring/recruitment practices, reveal a commitment to the themes of the mission and the theoretical platform.</p> <p>The School supports collaboration among the unit, programs, and faculty with the P-12 community and other stakeholders evidenced by partnership grants, faculty handbook, professional development in P-12, advisory board agendas and interviews with faculty and school district partners.</p> <p>Interviews with the provost and CFO, division chairs, dean and budget review demonstrates that the university has a transparent budget process ensuring that all programs have a voice in budget development. The Dean has the authority and adequate funding to provide for programs’ operating expenses, effective staffing, faculty positions and clinical supervision.</p> <p>Review of curriculum vitae and adjunct contracts revealed qualified full-time faculty and adjuncts. As confirmed in interviews with candidates, advisory board members, alumni, faculty, staff, and administrators, full-time faculty engage in effective teaching, supervision, research, professional presentations, and service in the university and P-12 schools. Faculty vitae, handbook, and recruitment efforts demonstrate the <i>School’s</i> commitment to hiring qualified faculty who reflect the diversity of the region.</p> <p>The Dean monitors the credentialing process to ensure that only qualified candidates are recommended. Interviews with credential analysts, program directors, candidates and completers demonstrate a system to track credential candidate progress to completion.</p>			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>After conducting thorough document reviews and interviews with university administrators, support staff and stakeholders, the accreditation team determined that the credential programs at Fresno Pacific have a well-defined candidate recruitment and admission process in place. Clear criteria for admission to each program, based on multiple measures of candidate qualifications, are communicated through application materials, information meetings, printed materials, during one and one meetings, and program websites.</p> <p>The Unit has a comprehensive plan and strategy to recruit diverse candidates. The plan includes partnerships with local districts, community colleges, and regional colleges. Recruitment materials reflect a clear vision to recruit a student body that reflects California's diversity.</p> <p>Program Directors are the first point of contact for candidates. Candidates said that "appropriate personnel" were available for advisement throughout their program. Candidates and completers confirmed consistent checkpoints across programs including monitoring each semester by</p>			

Program Directors, University Mentors, and faculty. Stakeholders across all programs acknowledged the positive impact of the Fresno Pacific “high touch” model of support.

Monthly program meetings with Program Directions and university mentors provided a systematic process to review candidate success and early intervention as needed.

Common Standard 3: Fieldwork and Clinical Practice

Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> • Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> • Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> • The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> • Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> • All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> • For each program the unit offers, candidates have significant experience in school settings where the 	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.			
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met		
<p>Employers, district employed supervisors, mentors, and faculty confirm that Fresno Pacific has a cohesive well designed sequence of coursework and clinical experiences across programs which support candidate success. Stakeholder interviews highlighted the close collaboration between course faculty and university mentors and how research based practices impact P-12 learning.</p> <p>Supervisors spoke highly about candidates and said candidates are, “Well prepared and ready to serve students and demonstrated the knowledge, skills, and competencies of their program.” School personnel (district-employed supervisors, completers, mentors) provided multiple examples of the Fresno Pacific Mission of “redemptive service” and how the mission is realized at their schools.</p> <p>Fresno Pacific partners and collaborates with school districts in the selection of site based supervisors using an agreement process. Interviews with the Office of Clinical Practice and Program Directors confirm that site supervisors are selected based on a clear criteria including certification in teaching area and experience in the content. Completers affirm they had multiple opportunities to experience issues of diversity with class assignments and during field and clinical placements.</p> <p>The university mentor or program director train site supervisors. Training includes an overview of the program and site supervisor responsibilities. Site supervisors said they “felt valued” and were recognized using tuition waivers.</p> <p>Candidates and completers are placed in multiple settings providing them with significant experience working in California’s diverse school settings. The unit evaluates fieldwork and clinical practice using candidate exit interviews and evaluations.</p> <p>Programs evaluate and update coursework and fieldwork/clinical practice collaboratively with faculty and mentors. Interviews confirmed there are formal procedures in place for advising and supporting candidate success.</p>			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.		X	
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.		X	
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.		X	
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met with Concerns		
<p>Brief summary of information applicable to the standard (required for all findings)</p> <p>The Institution uses a multi-year assessment cycle focused on degree programs for its continuous improvement processes. Each degree program has an assessment plan focused on the assessment of two to three Program Student Learning Outcomes (PSLOs) each academic year. A University Annual Assessment Report (AAR) is completed by each degree program focused on the PSLOs designated for the year. In the AAR the degree program is required to identify the data examined, describe what the data indicate about student learning, provide recommended program and course changes as a result of the data, develop an action plan for implementing changes, and describe the results of the action plan from the previous year. Multiple measures are considered by degree programs in their AAR including student performance on signature assignments, exit interviews, completer surveys, course evaluations, student portfolios, and faculty course reflection forms.</p> <p>In addition to the multi-year assessment cycle, each program area has an advisory board or advisory partners that inform their continuous improvement process. Some programs (mainly the initial teacher preparation programs) bring together district and site leaders annually to share program changes and to gather input from the P-12 field. Other programs (mainly advanced educator preparation programs) use an advisory partner model where the program director meet one-on-one with district and site leaders to gather input and inform the quality of their program.</p>			

Rational

While it is clear that the School engages in assessment at the unit and program level, there are some aspects of the assessment process that demonstrate inconsistencies in the collection, analysis, and use of candidate and completer data to inform program improvement. First, the AAR and PSLO Executive Analysis are often focused on degree program analysis rather than credential program analysis. For example, all of the Special Education data are often presented in one report, making it difficult to identify information specific to the Mild/Moderate, Moderate/Severe, Early Childhood Special Education, or Adapted Physical Education candidates or completers. As a result, the collection and analysis of data often does not directly apply to a specific credential area or the grouping of data makes it difficult to make decisions specific to credential area. Second, the AAR and PSLO Executive Analysis focus on PSLOs, and the alignment of the PSLOs to competencies, performance expectations, or standards that are directly relevant to educator preparation programs varies across the credential programs. As a result, some program areas do not engage in analysis or interpretation of data that are directly relevant to credential programs on a regular basis. Finally, the AARs demonstrate some inconsistency in the collection and analysis of data. Although the multi-year assessment cycle is developed in advance and identifies the PSLOs that will be examined across a seven- year cycle, several AAR indicated that data for the PSLOs being reviewed in certain years were not available in eLumen or in Taskstream and as such the analysis of data could not be completed.

Common Standard 5: Program Impact

Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		
Finding on Common Standard 5: Program Impact	Met		

Documentation from programs and interviews with program directors, candidates, and completers indicate programs have assessments that ensure candidates meet Commission adopted competency requirements prior to completion of the program and recommendation for the relevant Credential or Added Authorization. Multiple Subject and Single Subject programs

use the CalTPA and a valid, reliable assessment in Final Student Teaching directly aligned to the TPEs to assess candidates. The other credential programs use an exit portfolio where all signature assignments are resubmitted along with a reflective summary from the candidate or an exit interview with a rubric aligned to Commission adopted competency requirements.

The School provided CTC Completer Surveys, an Alumni Survey, and agendas from Advisory Board Meetings to demonstrate its programs are having a positive impact on candidate learning and competency and on teaching and learning in schools that serve California's students.

Interviews with employers and advisory boards provided anecdotal information such as a higher retention rate for Fresno Pacific University hires compared with completers from other programs. Additionally, the perspective is that the School produces some of the highest performing math teachers in the Valley.

INSTITUTION SUMMARY

The Fresno Pacific University School of Education prepares educators to face the challenges of change and to expertly meet the academic and professional needs of individuals in a culturally and economically diverse society. The School expects its credential completers to "become scholars, professionals, peacemakers, and leaders as they serve the professional field." Its vision, "Teaching is a calling to redemptive service," is deeply embedded in all its work and woven into the tapestry of all its programs and partnerships.

Community and collaboration are touchstones of the School's relationships among leaders, faculty, staff and candidates within the university and externally with school partners and the local educational community. Program directors have deep experiences in P-12 relevant to their program area, and interviews with P-12 stakeholders corroborated the responsiveness and supportiveness of program directors. Faculty within the School demonstrate care for the curriculum and the quality of the candidates.

Course design and selection of clinical sites reflect key demographic features of the Central Valley, including the rich diversity of culture and languages, wide range of learning needs, and the high rate of poverty that impact learning. Programs embrace a culturally contextual framework, exploring teaching practices and dispositions that result in a positive impact on learning for traditionally underserved students.

The School places a strong emphasis on candidates as leaders, and a commitment to deep clinical experiences in the P-12 school community enabling candidates to recognize and define their call to redemptive service in the education of P-12 students. Candidates and completers note the programs are "high touch" and provide ongoing support throughout coursework and clinical experiences. References to support even after completion and once in the field are a frequent refrain.

Employers and stakeholders consistently spoke of the high quality of Fresno Pacific University candidates and their eagerness to employ them. Employers and stakeholders note that FPU “have their fingers on the pulse of the needs of the community” and “see” the needs of the community and districts as their own.