Recommendation by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Azusa Pacific University

Professional Services Division

May 23, 2007

Overview of this Report

This agenda report includes the findings of the Accreditation Team visit conducted at Azusa Pacific University. The report of the team presents the finding based upon reading the Institutional Self-Study Report, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

The team recommends that based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Azusa Pacific University and all of its credential programs: **ACCREDITATION**.

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

- Multiple Subject Credential
  - Multiple Subject
  - Multiple Subject Internship

- Single Subject Credential
  - Single Subject
  - Single Subject Internship

- Education Specialist Credentials
  - <u>Preliminary Level I</u>
  - Mild/Moderate Disabilities
  - Mild/Moderate Disabilities Internship
  - <u>Professional Level II</u>
  - Mild/Moderate Disabilities

- Library Media Teacher

- Administrative Services Credentials
  - Preliminary Administrative Services
  - Preliminary Administrative Services Internship

- Pupil Personnel Services Credentials
  - School Counseling
  - School Counseling Internship
  - School Psychology
  - School Psychology Internship

- Health Services: School Nurse Credential

Staff recommends that:

- The institutions response to the preconditions be accepted.

- Azusa Pacific University be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Azusa Pacific University be placed on the schedule of accreditation visits for 2013-2014, according to the newly established schedule of accreditation for the National Council for Accreditation of Teacher Education and the Commission on Teacher Credentialing.

Introduction

Azusa Pacific University is an evangelical Christian university that identifies its mission to be "(to) advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life." The university that today is Azusa Pacific University is the product of the merger of three Southern California-area Christian institutions: Azusa College, Los Angeles Pacific College, and Arlington College. It traces its origins to 1899 and the establishment of a Bible college dedicated to training students for service and missionary endeavors, the Training School for Christian Workers.

In 1949 the institution's name was changed to Pacific Bible College and the offering of four-year degrees was initiated. In l956, the college's name was changed to Azusa College and in l965 it merged with the Los Angeles Pacific College, at which time it was known as Azusa Pacific College. In l981, the college achieved university status and in May of that year the Board of Trustees adopted the name Azusa Pacific University.

Azusa Pacific University (APU) is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles, California. The campus is divided into an East Campus and a West Campus. The East campus houses the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The West Campus houses the Schools of Nursing, Education, and Behavioral and Applied Sciences, and the Haggard Graduate School of Theology, as well as numerous classrooms and faculty offices, additional administrative facilities, a graduate library, bookstore, event center, and the newly constructed Duke Academic Complex.

A total of 8,327 students were enrolled in the university in the 2005-2006 school year, 63 percent female, 37 percent male, 28 percent ethnic minorities, and 4 percent international students. Of those students, 4,602 were undergraduates, 86 percent full-time, 64 percent female, 36 percent male, 23 percent ethnic minorities, and 2 percent international students. Graduate students totaled 3,725 with 18 percent full-time, 63 percent female, 37 percent male, 35 percent ethnic minorities, and 7 percent international students. Sixty-two percent of the graduate students are education majors.

Currently, 349 full-time faculty members and 28 part-time faculty are employed by APU. Of those, 71 percent have terminal degrees, 45 percent are female, 55 percent are male, and 20 percent are ethnic minorities. The education unit employs 43 professional education faculty (2005), six hold the rank of professor, 14 the rank of associate professor, seven the rank of assistant professor, 11 the rank of instructor, and five the rank of lecturer. Four percent of the faculty identify themselves as Asian or Pacific Islander, 26 percent as Black non-Hispanic, 9 percent as Hispanic, and 61 percent as White non-Hispanic.

The School of Education houses five departments and fourteen programs within these departments. The departments are the

> Department of Advanced Studies in Education – "provides opportunities for advanced academic work and research leading to a master's degree in education;"

> Department of Educational Leadership – "offers professional preparation programs for educators who desire to become administrators and for those serving in full-time administrative positions;"

> Department of School Counseling and School Psychology – offers the Master of Arts in Education: Educational Counseling and the Master of Arts in Education: Educational Psychology;

> Department of Teacher Education – "offers programs approved by the California Commission on Teacher Credentialing (CCTC) which authorizes service for elementary, secondary, and special education classrooms;" and

> Department of Doctoral Studies in Education – "offers programs for educators who desire to enhance their leadership roles and professional service in the field of education."

Azusa Pacific University and its Department of Teacher Education is one of the largest credential-granting private institutions in California. The primary goal of the Department of Teacher Education is to provide the training and experience needed to qualify for California's multiple-subject, single-subject, and special education teaching credentials. All initial and advanced programs are offered at the graduate level. Initial certification programs in the State of California are fifth year programs only.

Today the School of Education unit offers programs at three Initial Teacher Preparation levels (ITP): Post Baccalaureate - non-degree, Fifth Year Graduate programs, and Master's programs. It also offers programs at four Advanced Teacher preparation levels (ADV): Advanced Master's

Programs for Experienced Teachers, Master's Programs for Other Professional School Personnel, Specialist or 6th Year programs for Teachers or Other Professional School Personnel, and Doctoral Programs for Teachers or Other professional School Personnel. Several alternate route programs are currently offered: Single Subject, Multiple Subject, and Special Education Programs (Post-Baccalaureate – non degree); Masters in Teaching Program (Fifth Year Masters); School Counseling Program and School Psychology Program (Fifth Year Masters); and School Administration and Preliminary Administrative Services Credential (Fifth Year Masters). Two of the unit's programs for the preparation of school personnel can be taken solely through distance learning: the Library Media Teacher Credential (Master's Degree) and the Educational Technology Online program (Master's Degree).

The following chart that shows the six regional centers, the Distributed/Online Degree, the Azusa main campus, candidate enrollment, award level and the programs offered at each regional center. Members of the COA and NCATE team visited four of the regional centers on days immediately preceding the main campus visit. Representatives from the two regional centers not visited were interviewed on the main campus and at one of the regional centers visited by team members.

Table 1: Program Review Status

Program Name	Award Level	Program Level	Number of Candidates Admitted	Regional Center	Agency or Association Reviewing Programs	Program Report Submitted for Review	State Approval Status
Master of Arts: Teaching and Multiple Subject Teaching Credential (Track A)	M.A.	Initial	160	A E HD OC SD MR VR	WASC CCTC	Yes	Approved
Master of Arts: Teaching and Multiple Subject Internship Teaching Credential (Track B)	M.A.	Initial	104	A E HD OC SD MR VR	WASC CCTC	Yes	Approved
Master of Arts: Teaching and Single Subject Teaching Credential (Track A)	M.A.	Initial	73	A E HD OC SD MR VR	WASC CCTC	Yes	Approved
Master of Arts: Teaching and Single Subject Internship Teaching Credential (Track B)	M.A.	Initial	124	A E HD OC SD MR VR	WASC CCTC	Yes	Approved
Mild/Moderate Disabilities Specialist Credential (P-12) Level 1, Track A	Credential Only	Initial	5	A E HD OC SD MR VR	CCTC	Yes	Approved
Mild/Moderate Disabilities Specialist Internship Credential (P-12) Level 1, Track B	Credential Only	Initial	7	A E HD OC SD MR VR	CCTC	Yes	Approved
Master of Arts: Special Education and Mild/Moderate Disabilities Specialist Credential (P-12) Level 1, Track A	M.A.	Initial	22	A E HD OC SD MR VR	WASC CCTC	Yes	Approved
Master of Arts: Special Education and Mild/Moderate Disabilities Specialist Internship Credential (P-12), Level I, Track B	M.A.	Initial	10	A E HD OC SD MR VR	WASC CCTC	Yes	Approved
Mild to Moderate Disabilities Specialist Credential, Level II	Credential Only	Initial	63	A E HD OC SD MR VR	CCTC	Yes	Approved
Master of Arts in Education: Special Education (Non-credential)	M.A.	Initial	227	A E HD OC SD MR VR	WASC	Yes	Approved
Cross-Cultural Language and Academic Development (CLAD embedded)	Certificate	Advanced		A E HD OC SD MR VR	CCTC	Yes	Approved
Ed.D. Educational Leadership	Ed.D.	Advanced	61	A OC	WASC	Yes	Approved
Ed.D. Teaching and Learning	Ed.D.	Advanced	38	A OC	WASC	Yes	Approved
Ed.D. School Psychology	Ed.D.	Advanced	3	A OC	WASC	Yes	Approved

Program	Degree	Level	Number	Locations	Accreditor		Status
MA in Educational Leadership	M.A.	Advanced	19	A, IE, HD, OC, SD, MR, VR	WASC	Yes	Approved
Preliminary Administrative Services Credential (Tier I)	Credential Only	Advanced	31	A, IE, HD, OC, SD, MR, VR	CCTC	Yes	Approved
Preliminary Administrative Services Internship Credential (Tier I)	Credential Only	Advanced	9	A, IE, HD, OC, SD, MR, VR	CCTC	Yes	Approved
Professional Administrative Services Credential (Tier II)	Credential Only	Advanced	7	A, IE, HD, OC, SD, MR	CCTC	Yes	Approved
Master of Arts: Educational Leadership/Preliminary Services Credential	M.A.	Advanced	104	A, IE, HD, OC, SD, MR, VR	WASC CCTC	Yes	Approved
Master of Arts: Educational Leadership/ Preliminary Services Internship Credential	M.A.	Advanced	0	A, IE, HD, OC, SD, MR, VR	WASC CCTC	Yes	Approved
Master of Arts: Curriculum & Instruction in Multicultural Contexts	M.A.	Advanced	64	A, IE, HD, OC, SD, MR, VR	WASC	Yes	Approved
Online Library Media Teacher Credential	Credential Only	Advanced	9	DL	CCTC	Yes	Approved
Online Master of Arts: School Librarianship	M.A.	Advanced	11	DL	WASC	Yes	Approved
Master of Arts: Educational Technology and Learning	M.A.	Advanced	44	A, OC, MR, VR	WASC	Yes	Approved
Online Master of Arts: Educational Technology	M.A.	Advanced	26	DL	WASC	Yes	Approved
Master of Science: Physical Education	M.S.	Advanced	130	A, IE, HD, OC, SD, MR, VR	WASC	Yes	Approved
Master of Arts: School Counseling (embedded School Counseling Credential)	M.A.	Advanced	199	A, IE, HD, OC, SD, MR, VR	WASC CCTC	Yes	Approved
Master of Arts: School Psychology (embedded School Psychology Credential)	M.A.	Advanced	82	A, IE, HD, OC, MR, VR	WASC CCTC	Yes	Approved
School Nurse Services Credential	Credential Only	Advanced	0	A	CCTC	Yes	Approved

(A) Azusa Campus (main campus)
(OC) Orange County Regional Center
(SD) San Diego Regional Center
(VR) Ventura Regional Center
(IE) Inland Empire Regional Center
(HD) High Desert Regional Center
(MR) Murrieta Regional Center
(DL) Distributed/Online Degree

Major changes in the unit since the last accreditation visit in 2002 include:

In 2006 a new Dean was hired for the School of Education, formerly the School of Education and Behavioral Studies.

The School of Education is now the largest school within the institution.

The School of Education budget has increased 28 percent to a total of $1,925.440 in 2006. This increase is the largest percent increase for any school unit at APU.

Internship programs for multiple subject, single subject, special education Level I, school administration level I, and pupil personnel services were developed.

Partnerships were established with 11 school districts leading to the development of internships and the granting of over one million dollars of support monies annually.

The institution collaborated for the implementation of Beginning Teacher Support and Assessment (BTSA) for new teacher induction in several school districts. Related funding allows for support of first and second year teachers. This program has grown from less than one hundred participants in 2002 to several hundred participants in 2006-2007.

Most classrooms serving the education unit have been designated as Smart classrooms on both the main and regional campuses. This complements a major infusion of technology to support faculty, classroom instruction, and candidates.

Merged COA and NCATE Visit

This was a continuing accreditation visit by the National Council for Accreditation of Teacher Education and a continuing accreditation visit for the Committee on Accreditation. The visit merged the accreditation processes of the COA and NCATE according to the approved protocol. The merged Accreditation Team included members for the COA and NCATE, received a single Institutional Self-Study Report (Institutional Report), worked from a common interview schedule, and collaborated on all decisions related to all accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Commission Standards are addressed in the context of the response. It also allows the subsequent accreditation team report to be written based upon those standards. Azusa Pacific University exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the merged team will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective

accrediting bodes. This is because the NCATE Unit Accreditation Board requires a report that uses the familiar language and format of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards). Under the provisions of the partnership agreement, California universities are not required to submit Folios to the NCATE-affiliated professional associations for review. The state review stands in place of that requirement.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using Option One, California Program Standards.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the School of Education and the Commission Consultant. It was agreed that there would be a team of thirteen consisting of a State Team Leader, a Common Standards Cluster that would include five NCATE members and two COA members; a Program Cluster of six members. The administrator for accreditation and state consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits.

The State Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. The Program Cluster members primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered responses to select areas of the NCATE Standards.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The NCATE team chair arrived in California on Wednesday, March 21, 2007. On Thursday, March 22, she visited the San Diego Regional Center and on Friday, March 23, she visited the Orange County Regional Center. On Friday morning the two state consultants and the two Common Standards/NCATE state team members arrived at the Ontario Airport. A team of two members visited the Inland Empire Regional Center that included interviews with representatives of the High Desert Regional Center. These interviews went until 6:30 p.m. that evening. A second team of two members drove to the Murrieta Regional Center. Other NCATE team members arrived on Friday and all team members who had arrived met and debriefed on Friday evening. Other state team members arrived on Sunday morning. On Saturday morning, the Team Leader and the COA members of the Common Standards and CCTC staff began their deliberations with the NCATE team members. It included orientation to the accreditation procedures and

organizational arrangement for both the COA and NCATE team members. The Common Standards Cluster began its examination of documents on the campus the rest of Saturday and on Sunday morning. Sunday morning, March 25th began with a meeting of the team followed by organizational meetings of the clusters. The institution sponsored a poster session and reception on Sunday afternoon to provide an orientation to the institution. This was followed by further meetings of the clusters to prepare for the activities of the next day.

On Monday and Tuesday, March 26 and 27, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to various local school sites used for collaborative activities. There was extensive consultation among the members of both clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the options of deciding that some of the standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision then noted particular strengths beyond the narrative supporting the findings on the standards and concerns beyond the narrative supporting the findings on the standards.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standard. The team noted particular strengths beyond the narrative supporting the findings on the standards and concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decision by the Team

The entire team met on Tuesday evening to review the findings on all standards and make decisions about the results of the visit. The total merged team reached consensus about the number of concerns, areas for improvement, and areas of strengths and identified areas for professional comments. The team found that NCATE Standards 1, 2, 3, 4 and 5 were met. Its

consideration included all aspects of the CTC Common Standards. The team decided that NCATE Standard 6 – Unit Governance and Resources was not met for NCATE purposes but was met for COA purposes when considering the context and language of CTC the Common Standards (1 – Education Leadership and 2 – Resources). For Common Standard 1 the team found "strong cohesive leadership for the unit and that all professional programs were organized, governed, and coordinated with active involvement of credential program faculty." For Common Standard 2, the team found that "sufficient resources were consistently allocated for the effective operation of each credential program" and that "library and media resources, computer facilities and support personnel were adequate."

The team decided that program standards were met for all programs with two concerns for program standards. The first concern related to the Multiple Subject and Single Subject Internship Credential Programs. The team found that the "site supervision of interns was found to be inconsistent. All intern candidates are not receiving support from one or more certified person(s) who are assigned at the same school." The second concern was for the School Library Media Credential Program. "The team did not find evidence requiring candidates to experience library service at both elementary and secondary levels."

The Team Report was written to provide the COA with team findings for NCATE purposes first and then separate findings for COA purposes. Not all NCATE "areas for improvement" were appropriate for recommending to the COA and certain findings in program areas that are stated as COA "concerns" were appropriate for the NCATE report.

The team then made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "**Accreditation**". The recommendation was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation. Following the decision, the team went on to complete the written accreditation report, which was reviewed by the team on Wednesday morning. A draft of the report was presented to the faculty late Wednesday morning.

COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDIATION
ACCREDITATION TEAM REPORT

INSTITUTION: Azusa Pacific University

DATES OF VISIT: March 23-28, 2007

ACCREDITATION TEAM
RECOMMENDATION: **ACCREDITATION**

RATIONALE:
The accreditation team conducted a thorough review of the Institutional Report, the program documents for each approved credential program, and the supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty, staff and administration of the university, employers of graduates, field supervisors and advisory committee members. Team members obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendation pertaining to the accreditation status of Azusa Pacific University and its credential programs was determined based on the following:

> NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The University elected to use the NCATE format and to write to NCATE's unit standards to meet the CTC Common Standards requirement. There was extensive cross-referencing to the CTC Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and decided as to whether the standard was met, not met, or met with areas of improvement or concern.

> PROGRAM STANDARDS CUSTER: Team members reviewed the Multiple and Single Subject Programs – including internship, and Education Specialist Level I Mild/Moderate Program – including internship and Level II Mild/Moderate Program, Preliminary Administrative Services Program – including internship, Pupil Personnel Services Programs in School Counseling and School Psychology – including internship, Library Media Teacher Program and Health Services: School Nurse Program. Discussion of findings and appropriate input by individual team members and by the total merged team membership was held. Following these discussions of each program reviewed, the total team, NCATE and COA considered whether the program standards were either met, met with concerns, or not met.

> ACCREDITATION   RECOMMENDATION: The   decision   to   recommend Accreditation was based on team consensus about the findings on the standards. All elements of the CCTC Common Standards were addressed within the context of the

NCATE accreditation report. For the six NCATE standards, the team determined that all standards were met with the exception of Standard Six – Unit Governance and Resources. For NCATE purposes, the standard was not met with four areas for improvement and for state purposes, the standard was met with a concern. For the remaining standards the team determined that for NCATE purposes, there were five areas for improvement identified. There was one standard met with concerns for the Multiple and Single Subject Internship Program and one standard met with concerns for the Library Media Services program.

Overall, the team agreed that the institution was providing strong programs of preparation and that even though some concerns were identified, the accreditation decision should be "Accreditation."

ACCREDITATION TEAM MEMBERSHIP

NCATE Team Leader: Mary O. Dasovich, Missouri
Co-Chair for the Visit

NCATE Team Members: Karen S. Godfrey, Kansas (NCATE)
Terri T. Takabayashi, Hawaii (NCATE)
James E. Cramer, Kentucky (NCATE)
Catherine M. O'Callaghan, New York (NCATE)

State Team Leader: Shane Martin, Loyola Marymount University
Co-Chair for the Visit

State Team Members   Jim A. Reidt, San Juan Unified School District
(Common Standards)

Cathy Buell, San Jose State University
(Common Standards)

Janet L. "JL" Fortson, Cluster Chair,
Pepperdine University (Multiple Subject/Single Subject)

Philip Romig, Sacramento County Office of Education (Multiple Subject/Single Subject)

Mary K. McCullough, Loyola Marymount University
(School Administration I, II)

Virginia Matus-Glenn
(Education Specialist, Mild/Moderate)

Jo Ellen Misakian, Fresno Pacific University
(Library Media)

Claudia T. Bays, CSU, Sacramento
(School Nurse)

DOCUMENTS REVIEWED

University Catalog   Schedule of Classes
Institutional Self Study   Advisement Documents
Course Syllabi   Faculty Vitae
Candidate Files   Portfolios
Fieldwork Handbooks   Candidate Work Samples
Course Materials   Exit Surveys
Information Booklets   Assessment Data
Field Experience Notebooks   Follow-up Survey Results

INTERVIEWS CONDUCTED

	Team Leader	Common Standards	MS/SS Credential	Ed. Spec. Credential	TOTAL
Program Faculty	9	21	14	7	**51**
Institutional Administration	7	11	7	8	**33**
Candidates	11	53	47	49	**160**
Graduates	9	21	31	43	**104**
Employers of Graduates	6	9	13	17	**45**
Supervising Practitioners	7	13	14	17	**51**
Advisors	7	6	7	21	**41**
School Administrators	5	7	9	17	**38**
Credential Analyst	4	5	6	4	**19**
Tech Support	3	4	5	2	**14**
Advisory Committee	5	7	6	5	**23**

TOTAL   579

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

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Aggregated and disaggregated unit assessment data are provided for graduate initial and graduate advanced programs. Validation of advanced candidate performance is secured through interviews, follow-up studies, and individual program data. The California Commission on Teacher Credentialing (CCTC) and the Western Association of Schools and Colleges (WASC) are identified as the unit and program review agencies for the education unit. The education unit is approved by both agencies, as applicable, for all programs based upon the unit's 2002 institutional review (See Table 1, p. 5).

A.   Content Knowledge for Teacher Candidates

<u>Graduate Initial</u>

In the state of California, content knowledge is referred to as subject matter competency. All candidates must meet the state's requirement for subject matter competency prior to entering the clinical practice portion of the teacher credential program. Subject matter competency requirements are grounded in the subject matter standards of the national learned societies (SPAs) and the California State Board of Education approved K-12 student academic standards. The Multiple- and Single-Subject Credential Programs were implemented in September of 2003 with data provided from 2004 and continuing.

Candidates for the Multiple Subject Teaching Credential establish subject matter competence by achieving a passing score on the California Commission on Teacher Credentialing (CCTC) California Subject Matter Examination for Teachers (CSET). Candidates for the Single Subject Teaching Credential establish subject matter competence by completing the CCTC approved undergraduate program of subject matter preparation in the relevant discipline or by passing the CSET. Additional assessments in the content area are not required by the state.

As evidenced by assessment data, course syllabi, coursework, candidate work samples, and interviews with faculty, candidates, and school personnel the education unit expects each candidate to emerge as an effective practitioner who is knowledgeable of subject matter and committed to the expected outcomes of the conceptual framework of the unit.

A review of scores obtained by potential candidates on the 2006 Multiple Subject CSET (all campuses) indicates pass rates for APU candidates are comparable to pass rates across the state. Pass rates for both the institution and the state fall in the 70 percent range. Further review of the same documentation utilizing monthly pass rates (18 entries) for 2006 indicates APU pass rates exceeded state pass rates for CSET subtests one, two, and three in all but three instances (15 out of 18 averaged scores).

A review of scores obtained by potential candidates taking the 2006 Single Subject CSET indicates pass rates for APU candidates are comparable to pass rates across the state. Pass rates for both the institution and the state fall between 52 and 66 percent. A minimum of one-half of APU candidates who took the CSET passed at each test administration. Further review of the same documentation utilizing monthly pass rates (6 entries) for 2006 indicates APU pass rates equaled or exceeded the state pass rates in two instances. In instances where institutional pass rates did not meet state pass rates, scores differ from one to ten percent.

Following California protocol, all candidates recommended for licensure in single and multiple subjects must pass the CSET. Azusa-Pacific follows this protocol. The resultant pass rate for program completers is 100%

Assessment results indicate the majority of potential program candidates for multiple subject credentials fare better on the CSET than do potential candidates for single subject credential. Similar findings are noted when state wide pass rates are considered. With respect to program completers, all candidates meet all requirements for licensure including passing pre-requisite assessments required by the program/state.

The CCTC and the WASC are identified as the program review agencies for the state of California. The education unit is approved by both agencies, as applicable, for all initial programs based upon the unit's 2002 review (See Table 1, p. 6). The unit did not seek additional reviews. The education unit utilizes several additional assessments to validate that candidates know the subject matter they plan to teach. Authentic assessments are aligned to specific course content outcomes. Key assessments are summarized below.

Summative data for the student teaching final evaluation with respect to subject matter competence (all campuses) fall 2006-spring 2006 indicate the following:

> All candidates in special education achieved a rating of 81.9 percent or higher with respect to meeting or exceeding beginning level subject matter competency.

> All candidates pursuing a single subject credentialing achieved a rating of 88 percent or higher with respect to meeting or exceeding beginning level subject matter competency.

> All candidates pursuing multiple subject credentialing achieved a rating of 76.1 percent or higher with respect to meeting or exceeding beginning level subject matter competency.

Summative data for TEP 536 Methods in Teaching Science, P-8 (2006) indicate 100 percent of candidates earned a proficiency score of three or four on a four-point scale with respect to knowledge of content and ability to develop a project-based science experiment conforming to the Science Content Standards for California Public Schools.

Multiple Subject and Special Education Credential candidates are required to pass the Reading Instruction Competency Assessment (RICA) to complete requirements for their respective credential. The purpose of the assessment is to ensure credential candidates possess the knowledge needed for providing effective reading instruction to students. APU passage rates for the academic years 1999-2005 indicate a pass rate of 96 percent or higher.

Survey of graduates and employment supervisors with respect to preparedness to know and understand the subjects of grade-level curriculum is conducted at the institutional and state level utilizing a statewide-developed assessment. Data for the academic year 2005-2006 indicates graduates/credentialed individuals report being well prepared at least 74 percent of the time compared to statewide report of 78 percent. Employment supervisors of School of Education (SOE) credential program completers participating in the Comprehensive Evaluation of Teacher Preparation indicate the majority of graduates (minimally 82 percent) from all three initial credential programs (single subject, multiple credential and special education) understand the subject matter curriculum at their grade level.

Graduate: Advanced

B. Content Knowledge for Other School Personnel

Other school personnel in the SOE demonstrate knowledge of their respective fields through mastery of course work content and performance on associated assessments. Assessments vary among programs given significant program differences.

The Library Media Teacher Program, Master of Arts in Educational Leadership, Master of Science in Graduate Physical Education, and Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts, Master of Arts in Educational Technology and Learning, and the Online Master of Arts in Educational Technology Programs offer advanced degrees; however, they do not offer a credential. Therefore, no examination is required.

The Master of Arts in Educational Psychology and Master of Arts in Educational Counseling each have an embedded Pupil Personnel Serviced Credential Program. Candidates in these programs are not required to complete an examination for licensure. In addition, candidates in the Preliminary Administrative Services Credential Program (Tier I), Preliminary Administrative Services Internship Credential Program, and the Professional Administrative Services Credential Program (Tier II) are not required to complete an examination for licensure.

Preliminary Administrative Services Credential Program (Tier I)
Candidates in the Preliminary Administrative Services Credential Program (Tier I) and candidates pursuing this credential combined with a Master of Arts degree share learning outcomes that are embedded in both coursework and field experiences and are aligned with the California Professional Standards for Educational Leaders (CPSEL). Data from fall 2002 through fall 2006 with respect to candidate knowledge of academic content regarding visionary leadership exhibited during field experiences indicate the majority of candidates (75%) are rated as performing at an "exceptionally thorough" level. Twenty-two percent are rated as performing at the "strong" level. Data from fall 2002 through fall 2006 with respect to candidate knowledge of academic content regarding a professional school culture exhibited during field experiences indicate the majority of candidates (75%) are rated as performing at an "exceptionally thorough" level. Nineteen percent are rated as performing at the "strong" level.

Online Library Media Teacher

The Online Library Media Teacher (LMT) program is designed to prepare credentialed teachers to become P-12 school library media center specialists. Data indicate candidates achieve proficient to exemplary ratings in their ability to develop annotated webliographies as rated by their course instructors. Data to validate that candidates achieve other key program goals are accomplished by informal assessments not further delineated.

Master of Arts Curriculum and Instruction in Multicultural Contexts (CIMC)

Candidate work samples are used to evaluate program efficacy with respect to knowledge of the content area. Candidate content knowledge is evaluated through a final capstone research project completed during matriculation through EDUC 589 Research for Educators. Data presented for fall 2005 through fall 2006 (N=65) identify candidate attainment of scores ranging from 3.58 to 3.89 (scale of 1-4) for the following: research design, ability to analyze findings, and ability to discuss results and develop conclusions based on the research conducted.

Online Master of Arts in Educational Technology

The Online Master of Arts in Educational Technology program is delivered for practicing educators across the nation and internationally. The program's central focus is on integrating technology to positively impact teaching/learning environments. Data are presented that identify the candidates' ability to integrate educational technology content and pedagogy in an intra-group (university course) environment. These data are of limited value in validating candidates' ability to deliver services to students.

Master of Arts in Educational Technology and Learning Program

Assessments throughout the Master of Arts in Educational Technology and Learning Program are designed to allow candidates to demonstrate their educational technology knowledge, skills, and dispositions with respect to their curricular content/grade level area. All course assignments include specific requirements tied directly to the International Society for Technology in Education National Technology Standards for Teachers (ISTE NETS-T). Ninety-two percent of candidates in the program, fall 2006, held California teaching credentials and 67 percent held Cross-cultural Language Acquisition Development (CLAD) certification. All candidates complete a capstone assessment that assesses growth in knowledge and use of technology. Performance is assessed utilizing a three-point scale. Data from fall 2005 through spring 2006 (N=30) provide an aggregated average rating of 2.30.

School Psychology Program

Among the key assessments utilized in the school psychology program is rating of candidate understanding pertaining to the role and responsibilities of the school psychologist. Aggregated data from spring and summer 2006 (N=13) provide a 100 percent rating of "professional quality" performance.

All school psychology candidates must demonstrate their ability to meet national standards by conducting a psycho-education assessment and developing a related report. Projects are evaluated based upon a four-level outcome. Aggregated data from spring and summer 2006 indicate 71 percent of candidates (N=12) achieved a "mastery" level of performance while the remainder of candidates (N=7) achieved an "acceptable" level of performance.

As a requirement for program completion, candidates are required to successfully pass a written comprehensive examination. First attempt pass rates for all candidates (N=111), spring 2005 through summer 2006, fall within the 85 to 95 percent range. In addition, all candidates complete a department developed comprehensive knowledge exit examination. Candidate performance on this instrument yielded the following results:

- Ninety-five percent of candidates (N=22) passed the examination on first attempt in spring 2005.

- Ninety-two percent of candidates (N=24) passed the examination on first attempt in fall 2005.

- Eighty-eight percent of candidates (N=25) passed the examination on first attempt in spring 2006.

- Ninety percent of candidates (N=20) passed the examination on first attempt in summer 2006.

School Counseling
Among the assessments utilized in the school counseling program is rating of candidate understanding of due process, legal requirements and legal applications that determine and protect student rights. All candidates, all campuses, complete a signature assignment graded on a four-point score (four high) to demonstrate mastery of these subjects. Forty-five candidates completing the assessment received the following scores: 44 percent 2.0, 49 percent 3.0, and 6 percent 4.0.

Additional assessment includes the completion of a written comprehensive examination that must be passed successfully as a requirement for program completion. First attempt pass rates for all candidates (N=170), spring 2005 through summer 2006, fall within the 90 to 97 percent range.

All counseling candidates complete a comprehensive knowledge exit examination aligned with CCTC Standard 17 and the American School Counselor Association (ASCA) Core Knowledge Base: Foundations of the Profession. Ninety-two percent of candidates (N= 37), spring 2006 passed the examination on first attempt. Ninety-four percent of candidates (N=33), summer 2006, passed the examination on first attempt.

Master of Science in Physical Education Program
Assessments include evaluation of candidates' ability to develop an innovative physical education curriculum that includes identification of appropriate content standards. TaskStream is utilized for project evaluation, the education unit having initiated use of TaskStream as a replacement for LiveText in 2004 to enhance data analysis ability. Group averages and group medians are calculated based upon a four-point scale (four = high). Group averages for the spring 2006 and fall 2005 were as follows:

Narrative self-analysis for oral and written communication (N=220): 3.86; 3.88
Effective oral communication (N=220): 3.82; 3.56
Effective written communication (N=220): 3.82; 3.80.

<u>Doctoral Program</u>
Doctoral program candidates are assessed at various stages in their program. Initial assessment is referred to as the Early Review process that includes an evaluation of analytical writing skills and a written self-assessment of doctoral studies. Candidates may pass, pass with conditions, or discontinue the program. Data from fall 2005 through fall 2006 indicate:

- 76 percent of candidates (N=26) passed
- 9 percent of candidates (N=3) failed
- 9 percent of candidates (N=3) passed with conditions to continue
- 6 percent of candidates (N=2) had to discontinue studies until the Early Review was completed.

Graduate: Initial

C.   Pedagogical Content Knowledge for Teachers

All content areas taught in California have mandated content standards that are matched with appropriate objectives and instructional strategies using the Teacher Education Program (TEP) formatted lesson plan in TaskStream. On all campuses (Azusa campus and regional center), candidates respond to the California Standards for the Teaching Profession (CSTP) using the TaskStream ePortfolio. Aggregated TaskStream results, spring 2005 through spring 2006 indicate 100 percent of the Multiple Subject Credential candidates earned a score of three or four on a four-point scale. Results indicate candidates demonstrate understanding of the content and pedagogical knowledge as they plan instruction for P-8 students.

Multiple Subject and Single Subject Credential candidates also demonstrate knowledge of content and pedagogy through the CCTC's Teacher Performance Assessment (TPA) system of authentic assessment that documents candidates' ability to create developmentally appropriate lessons, to plan effective instruction, and to make adaptations to meet student needs. Inaugural use of the TPA occurred in fall 2005 when this assessment protocol replaced the ePortfolio. Results of the TPA Assessment System, Azusa campus for fall 2005 indicate 98 percent of candidates achieved a score of three or four on a four-point scale. One hundred percent of candidates evaluated in spring 2006 achieved a score of three or four.

Candidates have broad knowledge of instructional strategies in the subject they plan to teach. Multiple and Single Subject Credential Program candidates are rated each of the two terms in which they student teach. Special Education candidates are rated at the end of term II. Outcomes aggregated for all campuses by terms are as follows:

Table 2. Student Teaching Final Examination
"Exceeds or Strongly Meets Beginning Level Teaching" All Campuses

"Uses strategies, techniques, and materials appropriate for students with diverse needs and interests"	F I 2005	F II 2005	Sp I 2006	Sp II 2006
Multiple Subject Candidates	88.2% (N=186)	94.6% (N=113)	89.3% (N=130)	89.2% (N=138)
Single Subject Candidates	83.4% (N=108)	89.1% (N=120)	82.9% (N=47)	90.4% (N=52)
Special Education Candidates		100.0% (N=16)		91.3% (N=1)

Candidates for teaching credentials learn to present content in clear and meaningful ways with focus on differentiated instruction and use of multiple teaching modalities. TPA tasks authenticate each candidate's ability to differentiate instruction. Additional assessment of candidates' readiness to present content in a challenging and clear format is determined through follow-up surveys of site administrators. Candidate responses (N=199) submitted on TaskStream and scored on a four-point scale, fall 2004 through spring 2006 demonstrate that 100 percent of the candidates received a score of three or four on a four-point scale (four=high).

The 2004 NCATE Annual Report indicates all teacher candidates are required to show competency in Level 1 technology skills. To accomplish this, faculty participated in an aggressive technology-training program in 2003 and adjunct faculty participated in similar training in 2004.

Candidates for teaching credentials are required to integrate technology in their coursework through several means. One method of demonstration of the candidates' ability to integrate use of computer technology into their teaching is through analysis of ePortfolio work products. Results from fall 2005 and spring 2006 indicate 100 percent of Multiple Subject candidates scored at a level of three (strongly meets) or four (exceeds) on a four-point scale.

In the Comprehensive Evaluation of Teacher preparation report for the 2005-06 academic year, supervisors of credential program completers indicate that most graduates from all three initial credential programs successfully use teaching strategies blended with instructional activities. Employer assessment of candidates' use of teaching strategies – all campuses for the 2005-06 academic year – presented as a response to the prompt "How well was the candidate 'prepared to use an effective mix of teaching strategies and instructional activities?'" indicates that 70 percent of the Multiple Subject (N=57), 72 percent of the Single Subject (N=18), and 92 percent of the Special Education candidates (N=13) were assigned the highest rating (well prepared).

D. Professional and Pedagogical Knowledge and Skills for Teachers – Initial and Continuing

Candidates for teaching credentials begin to establish professional and pedagogical knowledge and skills from the inception of their programs through completion of required foundations courses. Performance assessments are embedded in required courses, field experiences, and student teaching when appropriate. Pedagogical knowledge and skills are assessed using several instruments: the TEP assessment system for Single Subject and Multiple subject Programs, the RICA for Multiple Subject and Special Education, and the CSET for Multiple Subject, Single Subject, and Special Education programs.

Multiple Subject TPA Task Four Results (Planning and Designing Learning Experiences) proves data for fall 2004 and fall 2005. One hundred percent of candidates (N=134) achieved scores of three or four on a four-point scale demonstrating candidates exceeded or strongly met expectations.

The education unit participates in the Employment Supervisor Assessment of TEP Candidates employed as an assessment instrument in many institutions in California. Response to the probe "How well is s/he prepared to understand how personal, family and community conditions may affect learning?" For the 2005-06 academic year indicates Multiple Subject Credential Program graduates rating (91 percent well prepared) exceeds the aggregated rating of other institutions in the state (88 percent well prepared). Single Subject Credential Program graduates obtained a 71 percent well prepared rating compared to an 85 percent well prepared rating for other institutions. Special Education Credential Program graduates obtained a 100 percent well prepared rating, a rating comparable to the rating for other institutions.

Graduate: Advanced

Professional Knowledge and Skills for Other School Personnel

The advanced programs identify assessments to demonstrate candidates develop the professional knowledge and skills required for their specific credential. The holding of valid state credentials as appropriate is accepted as evidence that candidates possess the professional and pedagogical knowledge and skills expected in the advanced programs.

Preliminary Administrative Services Credential Program (Tier I)
Candidates in the Preliminary Administrative Services Credential Program (Tier I) are informed of the professional knowledge and skills expected in their field. Data obtained from a review of site supervisor observations, all campuses for the fall of 2005 and spring of 2006, indicated 92-100 percent of candidates demonstrate an exceptionally thorough or strong knowledge of the content expected in their field.

Online Library Media Teacher
Candidates in the LMT program complete a curriculum that is research-based and designed to provide individuals the opportunity to become proficient library media teachers. All coursework is offered online, and therefore technology is woven throughout all courses. Course assignments are designed to assess candidates' knowledge of the LMT field. Given media skills are

paramount to this program; a key assessment is the Multimedia Project, a component of the course LMT 540 Current Topics in School Media Centers. Assessment outcomes for summer 2005 and summer 2006 indicate 100 percent of candidates achieve a rating of proficient or exemplary (3.0 to 4.0 on a four-point scale).

Master of Arts Curriculum and Instruction in Multicultural Contexts (CIMC)
Course work in this program emphasizes constructivist theory, critical thinking, and action-based problem solving. Several assessments are utilized to validate that candidates possess the professional knowledge and skills appropriate to their program. Among the instruments is a literacy signature assessment conducted on all campuses. Data from fall 2005 and spring 2006 indicate candidates (N=23) achieved scores ranging from 3.66 to 4.0 on a four-point scale (four=high) with respect to the following: teaching strategy value, personal experience with strategy, strategy implementation, and strategy outcomes for learners.

Candidates are also assessed with respect to professional knowledge and skills specific to literacy utilizing a key signature assessment common to all campuses. Data from fall 2005 and spring 2006 indicate candidates (N=23) achieved scores of 3.75 to 4.0 on a four-point scale (four = high) with respect to the following: project description (what was project), reflections, and presentation.

Online Master of Arts in Educational Technology
Candidates in this program are required to reflect and assess the implementation of their professional and pedagogical knowledge within their teaching/learning environments as evidenced by the completion of several reflections associated with online discussion, journaling, and other means. The survey of graduates of this program for the fall 2005-spring 2006 indicate 98 percent self-rate their competency to utilize technology in their profession, their ability to provide leadership in technology, and their ability to train others in the use of technology as "competent" or "very competent." In addition candidates become members of the International Education and Resource network (IEARN) and become active participants in Tapped In, an international online workplace for educational professionals that enables them to collaborate on projects to enhance learning.

Master of Arts in Educational Technology and Learning Program
As working professionals, candidates in the Master of Arts in Educational Technology and Learning Program demonstrate competency in designing lessons and instructional experiences for their students within their employment environment as well as via specific assessment in their graduate program. Candidates complete a capstone portfolio that is assessed for knowledge and multiple skills development. Aggregated candidate outcomes for fall 2005 through fall 2006 (N=52) provide a mean rating of 4.35 on a five-point scale for demonstration of the "ability to integrate appropriate technology tools into instructional experiences to maximize the effectiveness of instruction and student learning" a mean rating of 4.12 for demonstration of the ability to plan and "design effective standards-based instructional experiences with appropriate assessments to meet the needs of diverse learners."

Graduate survey responses (2005) indicate 72 percent of graduates responding to the questionnaire (N=53) believe the Educational Technology and Learning Program "has helped me be a better instructor." Fifty-nine percent of graduates responded to the same questionnaire by

indicating strong agreement to "feel confident in teaching and meeting the needs of diverse learners" while 38 percent of graduates responded as agreeing with the statement. Forty-seven percent indicate strong agreement and 43 percent of respondents indicated agreement with the statement, "I use technology to help meet the needs of diverse learners."

School Counseling
The school counselor program validates professional knowledge and skills of its candidates by evaluation of their ability to aid families and school staff develop collaborative skills to improve student success. Aggregated mentor survey results for spring 2005 and spring 2006 indicate 94 to 97 percent of candidates are able to successfully facilitate collaboration between school staff and families.

Master of Science in Physical Education Program
The procurement of professional knowledge and skills in physical education is assessed through the completion of signature assignments, including completion of a capstone research project. Data from fall 2004 and spring 2005 provided means from 3.00 to 3.88 on a four-point scale with respect to candidate's ability to develop appropriate methodologies, data analysis skills, and formulation of research questions among other competencies.

Doctoral Program
Among the knowledge and skills candidates in the doctoral program are expected to develop is statistical competence. All doctoral candidates must successfully complete EDUC 740 Intermediate Statistics that requires candidates to master the use of the Statistical Package for the Social Sciences (SPSS). In addition, candidates complete a computer-based research project over the course of two semesters (spring –summer 2006). Candidates' median score was 2.64 on a scale of four (high) points.

\Dispositions for all Candidates

Dispositions for all candidates are informed by the three learner goals emanating from the conceptual framework of the education unit and presented in the conceptual framework above. Teacher Education Programs (initial) require a university supervisor to rate each candidate during the student teaching experience on a number of discrete teaching-related criteria including but not limited to professional ethics, sensitivity to cultural heritage, and community values.

Aggregated data from all campuses for multiple subject programs, fall 2005 through spring 2006, indicate 89.8 percent or more candidates (N=316) achieved a rating of exceeds or strongly meets beginning level teaching goals. Aggregated data from all campuses for single subject programs, fall 2005 through spring 2006, indicate 96.1 percent of candidates (N=172) achieved a rating of exceeds or strongly meeting beginning level teaching goals except during the fall I 2005 term when 71.3 percent of candidates met the expected standard. Similar outcomes were obtained for candidates in the special education program.

Several assessments are utilized in the advanced programs to validate candidate's exhibit those dispositions appropriate to their area of study. Candidates across programs receive strong ratings with respect to dispositions including but not limited to the following: promoting effective teamwork, motivating others, developing as an ethical truth seeker, responsiveness as a professional, ethical practice, and practice as an informed scholarly professional.

Student Learning for Teacher Candidates

Through the Teacher Education Program's participation in the comprehensive Evaluation of Teacher Preparation during the 2005-06 academic year, supervisors of the credential program completers indicated that 76-96 percent of credential completers were well prepared to understand child development, human learning, and the purposes of school to accurately assess student learning. TEP outcomes compare favorably (91% to 90 % and 92% to 96%) to outcomes for other institutions in the state of California for the Multiple Subject Credential Program and the Special Education Credential program. The outcome for the Single Subject Credential Program compares less favorably to other institutions (76% to 88 %).

Graduate: Advanced

Student Learning for Other School Personnel

The advanced programs identify assessments that demonstrate candidates are able to create positive environments for student learning. Assessments include the Mentor Survey for School Counseling, the EDL 581 Signature Assignment – All Campuses for the Preliminary Services Credential Program (Tier I) and the University Supervisor Verification – All Campuses for the Doctoral Program. These assessments are delineated above. All outcomes indicate candidates are well prepared to understand and build upon the developmental level of students by creating positive learning environments for student learning.

Overall Assessment of Standard

Aggregated and disaggregated unit assessment data are provided for graduate initial and graduate advanced programs. Data indicate candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

NCATE Team Recommendation: Standard Met

Areas for Improvement: None

State Team Decision: Standard Met

Concerns: None

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Level: Initial and Advanced

A.   Assessment System

The unit has developed an assessment system to provide an ongoing review of candidate progress and program and unit effectiveness. The system was developed by the NCATE Steering Committee (NSC) beginning in 2004 and has been continually refined to accommodate the needs of the unit and improvements in technology. The assessment system was designed with input from initial teacher preparation faculty, advanced programs faculty, department chairpersons, program directors, and university and SOE administrators. Review of the NSC minutes and interviews with faculty do not show involvement of P-12 community in the development of the unit's assessment plan. Evidence does not indicate that the unit has developed a system to seek input from the P-12 community in the maintenance of the assessment system. The assessment system reflects the university's mission and was developed to address the outcomes from the unit's conceptual framework and state and national standards appropriate to the each of the programs.

Graduate Initial

Key assessments are used to monitor candidate performance in the initial certification programs at four transition points:

- Transition Point One – Admission to SOE
    Several measures are used to evaluate candidates for admission to the SOE: undergraduate GPA of 3.0 or better, passing score on the CBEST, scored letters of recommendation, candidate interviews, and scored responses to writing prompts.
- Transition Point Two – Entry into Clinical Practice
    The unit uses a variety of assessments to determine readiness for clinical practice: passing score on CSET, grade of B in all professional education courses, and appropriate score on the Dispositions Rubric. The candidate must complete Tasks 1 and 2 of the Teacher Performance Assessment (TPA) instrument. Initial candidates successfully complete four tasks on the assessment in which candidates demonstrate their ability to plan and implement instruction for all students. Two tasks are completed in Transition Point Two, two more tasks in Transition Point Three. The instrument is being phased in at all unit centers with full implementation scheduled for June 2008.
- Transition Point Three – Program Completion
    The assessments for this transition point include satisfactory completion of a professional portfolio, and a technology portfolio, passing of RICA, and appropriate score on the Dispositions Rubric. The initial teaching candidates complete Tasks 3 and 4 of the Teacher Performance Assessment (TPA) instrument.
- Transition Point Four – Post-program Completion

The assessments for Transition Point Four are completed one year after program completion and include an alumni survey and an employer survey.

At the initial level, data for the first transition point are sent from the graduate admissions office to the unit's credential analysts to ensure all elements are present. The data are then sent to the Student Services Team who begins the candidates' credential file. Candidates may be provisionally admitted to the SOE for one term if they do not meet all of the requirements. The unit has developed a plan to monitor provisionally-admitted candidates and ensure they successfully complete all requirements for admission. Interviews with provisionally admitted candidates indicate that faculty communicates the importance of completing all admission requirements for admission to the SOE before the end of their first term of enrollment. Data from the second transition point are reviewed and analyzed by members of the Student Services Team. Candidates are informed of the results of their individual analyses by the Student Services Team, so they may progress in their planned programs. The results are then forwarded to the program directors for entry into the unit database. Data from the third transition point are reviewed by teacher education program credential analysts who ensure candidates have met credential requirements. Following this review, data are forwarded to program directors and, if the required elements are present, to the CCTC for credential issuance. If there are missing required elements, the credential analyst contacts the candidate to inform them of the deficiency, and the candidate works with the program faculty to obtain the missing information.

Graduate Advanced

Each of the advanced programs has four designated transition points at which key assessments are evaluated and candidate progress examined:
* Transition Point One – Admission to the Advanced Programs
  The advanced programs use a variety of assessments for admission to the various programs: 3.0 GPA for the last degree completion (3.5 for Ed.D), letters of recommendation, and various other assessments specific to the programs.
* Transition Point Two – Completion of Approximately half of Program Requirements.
  Candidates must earn an acceptable score on signature assignments specific to the program
* Transition Point Three – Program Completion
  The assessments for this transition point vary by program, but include satisfactory evaluation of program coursework, practicum experiences, disposition evaluation, and other key assessments.
* Transition Point Four – Post-program Completion
  The Transition Point Four assessments include alumni surveys and employer surveys completed one year after program completion.

At the advanced level, data gathered at the first and second transition points are reviewed by the program director and the program faculties to ensure candidates have met the required benchmarks. Candidates are informed of the results of their individual analyses by the program faculty, and, if all requirements have been met, they may progress in their planned programs. These data are then entered into the unit database. Data from the third transition point are gathered by program faculty who review candidates' records, ensure they have completed all the credentialing requirements, and enter the data into the unit database. If required elements are

missing, the candidate works with program faculty to obtain missing information. Data are then forwarded to the unit's credential analysts and, if the requirements have been met, to the CCTC for credential issuance.

All initial and advanced programs in the unit use a program-specific rubric to assess signature assessments. The use of these common rubrics contributes to the objectivity and consistency within the assessment procedures. Training in using these rubrics is provided for candidates, full-time faculty, school-based clinical faculty, and adjunct faculty. The unit collects data from multiple assessments at each of the transition points. Data are analyzed by program faculty and credential analysts as a check of reliability of the assessment system. The unit uses the alumni and employer surveys and the mentor teachers' and university supervisors' evaluation of the candidate's practicum experiences as validation of the key assessments' predictive validity of candidates' success.

B.   Data Collection, Analysis, and Evaluation

The unit collects data on candidate performance at admission to the various programs each semester, upon admission to clinical practice (student teaching, internship, practicum experiences, etc.), and at exit from the program. Other assessments are completed within the coursework and vary by program.

The unit collects regular and comprehensive information on candidates' and graduates' performance on key assessments, program quality, and unit operations. Reports are generated as summary tables and charts.

Program faculty administers key assessments in their courses and enters candidate-performance data on the key assessments into TaskStream software. Candidates' performance on the assessments is analyzed by program faculty by the end of each semester for each of the transition points outlined above (except for the alumni and employer surveys which are administered annually). The data are submitted to the programs' directors or data managers/credential analysts, who are responsible for entry of the data into the unit's assessment database.

The programs' directors and faculty summarize and analyze the data and develop suggestions for program improvement. Based on these suggestions, program faculty uses these data to design and implement changes in program curriculum, procedure, and policy. Suggestions related to unit operations are then forwarded to the associate dean's office to assist in developing changes in the unit. The Dean's Cabinet and Extended Dean's Cabinet review the data and suggestions and make recommendations to the Dean regarding changes to improve unit operations.

The unit uses a variety of technologies to maintain the assessment system. All faculty have received training in the use of TaskStream to record course-based assessments. As candidates complete key assessments, faculty members enter candidates' scores on the assessments into the TaskStream database. Other assessment information (GPA, recommendations, etc.) are maintained on the unit's FileMaker Pro database. Program and unit administrators are responsible for data-entry and maintenance of this database. Currently information from the key assessments must be manually transferred from the TaskStream database to the FileMaker Pro

database; the unit expects a revision in TaskStream to allow automatic interface between the two databases.

The procedure for the handling of formal candidate complaints is outlined in the 2006-2007 Graduate Catalog. Files and records of candidate complaints are maintained in the office of the dean. These files indicate that nine complaints were filed during the last two years. All of those were resolved according to the procedure outlined in the Graduate Catalog.

C.   Use of Data for Program Improvement

The unit and its programs regularly and systematically analyze candidate performance and program evaluation data to initiate appropriate programmatic and operational changes. At the end of each semester, data relating to candidates' performance on key assessments gathered through the assessment system are shared among faculty during regularly scheduled faculty meetings. Based on the results of these analyses, program faculty recommend changes in program and unit operations. Examples of changes by program are listed below:

- As a result of candidate feedback, the program curriculum in Educational Psychology and School Counseling has been modified to expand diversity training to include sexual orientation.
- After examining candidates' responses to assessment tasks on the TPA, the Teacher Education Programs adopted a common lesson plan format to be used by all faculty and candidates.
- Candidates in the Special Education Program evaluate courses and professors at the end of each course. As a result of these evaluations, faculty realigned the program's scope and sequence to provide a more logical progression of learning activities.

Overall Assessment of Standard

The unit's assessment system regularly generates useful and varied data to track candidate progress, improve unit programs, and refine unit operations. Although the P-12 professional community is not highly involved in the development or the maintenance of the assessment system, it has been continuously modified and improved since 2005 when it was developed in its present form. Data generated by the system have been used in varied and substantive ways to improve varied aspects of the unit's activities.

NCATE Team Recommendation: Standard Met

Areas for Improvement:

<u>New</u>
The unit does not systematically involve P-12 community members in the development and maintenance of the assessment system.

Rationale: Although the unit has a comprehensive assessment system for monitoring candidate performance and improving unit operations, there is insufficient evidence that the unit

collaborates with the P-12 professional community to design and implement assessments for monitoring candidate performance or for improving unit operations.

Corrected
Advanced preparation only: "The unit lacks designated accountability for continuous and comprehensive monitoring of provisional and conditional admission of candidates."

Rationale: The unit has developed a plan for insuring that candidates who have been provisionally admitted to the SOE correct admission deficiencies by the end of their first term of enrollment. The candidate completes a Provisional Status Program Communication Form signed by each of the instructors of classes in which the provisional candidate is enrolled. The form lists all requirements the candidate must complete before being unconditionally admitted to the SOE.

State Team Decision: Standard Met

Concerns: None

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

The Azusa Pacific University (APU) School of Education (SOE) has working relationships with approximately 200 school districts and private schools in Southern California. Nine specific initial programs are organized into three broad programs (Multiple Subject, Single Subject, and Special Education). The SOE also offers 16 advanced programs within four departments (Advanced Studies, Doctoral Studies in Education, Educational Leadership, and School Counseling and School Psychology), a Cross-Cultural Language and Academic Development (CLAD) program, and a School Nurse Services Credential program.

A. Collaboration Between Unit and School Partners

Graduate Initial

Faculty, candidates, master teachers, site and district administrators, and university mentors are partners in field and clinical experiences in initial programs. Field experience consists of observations conducted in various P-12 classrooms that candidates select independently. In the Teacher Education Program (TEP), the Office of Student Services works directly with district human resource offices and site administrators to determine appropriate placement for each of the P-12 credential candidates who will complete clinical practice under the supervision of a master teacher. Statements from initial candidates confirm that the TEP locates a school-site and master teacher in a district that they have requested. A university mentor is assigned to the student teaching candidate by the TEP. Subsequently, the university mentor contacts the candidate to coordinate observation and collaboration dates. Responsibilities of a university mentor are to observe, support, and evaluate student teaching candidates at least four times during each nine week term throughout the clinical practice experience. These responsibilities are delineated in the University Mentor Handbook. Interviews with initial candidates highlight and candidate survey data indicated inconsistencies in the performance of university mentors.

Candidates document clinical practice requirements in reflective journals/logs and portfolios. Most of the credential programs use TaskStream, an electronic portfolio, as an evaluative assessment tool. Master teachers, university mentors, and candidates evaluate the clinical experience on a variety of survey forms that have been developed by the SOE to address department, university, and California Commission on Teacher Credentialing (CCTC) standards.

Annual surveys sent to employers and program graduates to solicit feedback on program design, content, delivery, and level of satisfaction are another level of collaboration. These survey results are compiled and used to guide the department's semi-annual program improvement meetings which serve to strengthen content and alter areas identified as needing change. The summary of survey data and interviews with faculty support the use of survey results for modifications to the program.

Contracts between participating school districts and the unit enable candidates to be hired as full-time teachers (interns) while completing requirements for their credential. Interviews with

program directors and regional campus coordinators confirm that site and district administrators are invited to annual job fair interviews that are sponsored by the TEP. Interviews with superintendents of school districts assert that the TEP involves P-12 schools at different levels in the design, delivery, and evaluation of the field and clinical experience.

Graduate Advanced

The Department of School Counseling and School Psychology utilizes a specific plan for field and clinical experiences. It is provided in the handbooks for School Counseling Fieldwork/Internship and for School Psychology Fieldwork/Internship. The plan is structured to address all state and national objectives and standards. The candidate completes the plan including specific activities, and then reviews it with the P-12 school mentor and university supervisor.

As verified in the Preliminary Administrative Services Credential (PASC) program document, the Department Chair, Program Director, full-time and adjunct faculty meet twice each year with the Educational Leadership Collaboration Committee for the purpose of program development, planning, and evaluation. Membership of this committee includes public and /or private school leaders, alumni who have completed the program and other school district personnel who are engaged in participatory or partnership roles. Candidates and site supervisors collaboratively design the field experiences that give the candidate an overall understanding of the activities of a school and program leader. The university supervisor reviews the field experience plan for depth and breadth.

District partners are involved in the placements for intern, field and clinical practice. Partners are involved in determining student teacher and internship placements in the Library Media Teacher Credential Program; most candidates are already working in school media centers while completing coursework for the desired credential. Therefore, candidates make arrangements for their own placement in consultation with the LMT director in the SOE. In the Preliminary Administrative Services Credential Program the university supervisor and school administrative supervisor jointly determine specific placement of program candidates. The program director is the liaison between program faculty, candidates, and P-12 schools. The director monitors candidates' field and clinical practice placements, and the decisions on these placements are approved by the district superintendent. In the Department of School Counseling and School Psychology, university supervisors meet with the candidate and school mentor to discuss specific placements that are able to meet all state and national standards.

B. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Graduate Initial

All Teacher Education credential programs require extensive field experiences and clinical practice. Requirements vary between credential programs as illustrated in Table Three.

Table 3: Field Experience and Clinical Practice Requirements

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number Of Hours
Teacher Education	Multiple Subject and Single Subject, 60 hours in first 18 weeks of program	Student Teaching/Internship, 18 weeks of full-time work in two settings = 720 hours	780 hours
Teacher Education	Education Specialist (Special Education), 60 hours in first 18 weeks of program	Student Teaching/Internship, 18 weeks of full-time work in appropriate settings = 720 hours	780 hours

Clinical faculty members (university mentors) are selected after completing a three-step interview process. This process consists of an initial interview with a credential program director and an additional program designee. Once recommended for hire by the program director, the potential university mentor is also interviewed by the Dean or Associate Dean. The Adjunct Faculty Interview form in the University Mentor Handbook outlines this process. University mentors are typically retired educators who have served their school districts as Beginning Teacher Support and Assessment (BTSA) support providers, master teachers, curriculum specialists, or as district level or site level administrators. Some have earned doctorates, while most have master's degrees in an educational field. The University Mentor Handbook provides evidence of responsibilities and procedures that are expected of clinical supervisors. Agendas of university mentor meetings validate they are held every other month to discuss topics and issues of relevance to the clinical experience.

Graduate Advanced

Table Four illustrates the varying field and clinical practice requirements between programs with advanced credentials.

Table 4: Field Experience and Clinical Practice Requirements

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number Of Hours
School Administration – Sunsetted – fall 2005			120 hours
School Administration – Newly-approved Program			(hours will vary – embedded w/in coursework
School Counseling	110 hours	600 hours	710 hours
School Psychology	460 hours	1200 hours a minimum of 800 clock hours in a P-12 setting	1660 hours
School Librarian			45 hours

All candidates in the Preliminary Administrative Services Credential Program must demonstrate substantive knowledge and skills in program standards outlined in California Professional Standards for Educational Leaders (CPSELs). The California Commission on Teacher Credentialing (CCTC) and the CPSEL share six standards that provide the framework for field experience plans that are developed cooperatively between the candidate and district supervisor. School Counseling candidates complete either a field experience or internship under the direction of an on-site mentor possessing a Pupil Personnel Services Credential.

The education unit acknowledges emerging trends in P-12 curriculum, as well as state and professional standards, that provide increased emphasis on integration of technology. Department forms, manuals, course syllabi, and professor power point presentations are available on the department website. Candidates use various aspects of the TaskStream electronic portfolio management system to present their assignments for grading by rubrics.

The Library Media Teacher (LMT) program candidates and the program director participate in weekly threaded discussions. Within the LMT program candidates complete 45 hours of clinical practice/field experience, approximately five hours for each of nine courses required. Candidate performance in field experience is assessed by the site supervisor and the APU LMT director. Candidates are expected to reflect on their experience and are encouraged to keep a reflective log.

In advanced programs candidates meet with university supervisors a minimum of four times during the semester. The first two meetings are on-site visits in which the university supervisor reviews the clinical practice/internship plan and observes the candidate performing an appropriate task. The next two meetings are with other candidates and the university supervisor in a seminar format to discuss topical issues.

C. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Graduate Initial

The number of initial candidates eligible for clinical practice by semester was unavailable. However aggregated data for the California Title II Reporting, Annual Institution Report 2005-2006 indicates that 100 percent of candidates in the regular program and alternate route (interns) programs passed the CBEST and academic content area exams. For candidates taking the professional knowledge/pedagogy exam, Reading Instruction Competency Assessment (RICA) the pass rate is 97 percent for regular program completers and 96 percent for alternative route completers.

Clinical practice observations and evaluations of the candidates are the responsibilities of the university supervisors (mentors) and site supervisors. The university supervisor's handbook contains examples of forms and checklists that are used during classroom observations of candidates. These forms are also used by the master teacher who supervises the candidate in the classroom during the clinical practice.

In the TEP candidates are required to do one-page reflections of their field experiences. Candidates completing clinical practice through traditional student teaching are required to enroll in Student Teaching Seminar, a course designed for reflection and discussion among peers about issues and concerns arising in the field at their various sites and grade levels.

As reviewed in candidate field experience portfolios, the use of technology is evident as a teaching and learning tool. Candidates are required to upload their signature assignments in TaskStream. Once uploaded, course instructors access student work and provide feedback to candidates. Additionally, eCompanion was mentioned as a means of threaded discussions between candidate colleagues and to receive instructional materials from the instructor.

Graduate Advanced

The number of advanced candidates eligible for clinical practice by semester was unavailable. However, the Department of School Counseling and School Psychology admits approximately 200 candidates per year, a number that has grown recently in response to state legislation funding more counseling positions in P-12 public schools. School Counseling candidates comprise approximately 75 percent of new admits and a School Psychology account for 25 percent of new admits. The Department now has 384 candidates. The Department awards two degrees with embedded credentials: Masters of Arts in Education: Educational Counseling and Masters of Arts in Education: Educational Psychology. Last year, the Department awarded 174 credentials.

The evaluation of field experience and clinical practice is accomplished by compilation of the following assessments:
- Candidate's Clinical Practice Evaluation by University Supervisor
- Candidate's Clinical Practice Evaluation by Site Supervisor
- Candidate's Evaluation of On-Site Mentor
- Candidate's Evaluation of University Supervisor
- Confidential Evaluation of candidate containing dispositions

Overall Assessment of Standard

Candidates engage in a variety of meaningful field experiences and clinical practices that enhance their ability to demonstrate the knowledge, skills, and dispositions and meet the outcomes identified by the unit.

Professionals guide and act as mentors and role models for candidates. They also provide feedback to the candidate and to the unit to promote improvement of instruction. Clinical practice and field experiences provide candidates with a constructive environment in which to develop the tools to work with all students. Candidates develop reflective practice and use technology to enhance instruction and planning. During the field experience and clinical practicum, candidate's complete portfolios and teacher work samples that demonstrate their professional growth and pedagogical and content knowledge.

NCATE Team Recommendation: Standard Met

Area for Improvement: None

State Team Decision: Standard Met

Concerns: None

STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Level: Initial and Advanced

A.   Design, Implementation, and Evaluation of Curriculum and Experiences

Diversity is an important component of all Azusa Pacific University School of Education preparation programs. The diversity proficiencies are more specific outcomes of the goals embodied in the conceptual framework. The unit created a matrix of all outcomes related to diversity in all programs and courses that verifies the extent to which diversity is embedded in the preparation of all candidates. The course syllabi and program self-study reports validate these outcomes.

Performance outcomes in initial and advanced programs measure candidate knowledge, skills, and dispositions related to diversity, and a review of the various evaluation tools for all programs verifies an emphasis on diversity proficiencies. The Teaching Performance Assessment requires initial candidates to demonstrate several diversity related proficiencies, such as accommodating the English learner and special needs student in lesson planning and using instructional strategies, materials, and activities for diverse learners. Assessments used with field experiences, clinical practices, and employers of graduates evaluate initial candidates' abilities to use strategies, techniques, and materials appropriate for students with diverse needs and interests; to exhibit understanding, appreciation, and sensitivity of cultural heritage, community values, and individual aspirations of the diverse students in the class; and to design effective assessments with rubrics to evaluate the learning of diverse students. The Teacher Education Program assessment also evaluates the candidate's promotion of involvement of all students in the classroom, regardless of gender, ethnicity, and/or handicapping conditions.

A review of the evaluation tools for advanced candidates verifies proficiencies similar to those in initial programs. Specific examples include the M.A. Educational Leadership LCAS component: "Works well with people of all cultures," the school counseling component of helping create effective learning environments for all students, the Professional Administrative Services Credential Tier II program expectation of demonstrating sensitivity to diversity of culture and success with diverse populations, and the M.A. in Educational Technology and Learning proficiency to understand diversity, equity, and equal access to technology.

A review of the program self-study reports and course syllabi shows that the coursework of all initial and advanced programs includes elements related to diversity. All initial candidates and candidates in the advanced Master of Arts program must take EDUC 572 Advanced Educational Psychology, which focuses on teaching and learning styles. They also take EDUC 504 Cultural Diversity in the Classroom, which focuses on the effects of culture on learning styles and culturally relevant curriculum.

Other advanced programs have a similar emphasis on diversity. In the advanced Curriculum and Instruction in Multicultural Contexts Program, candidates must demonstrate knowledge about diversity of teaching and learning styles in signature assignments in required courses. Signature assignments for School Counseling and School Psychology candidates require them to demonstrate the ability to utilize a variety of instruments to assess the skills of culturally and linguistically diverse students, to prepare a learning plan to support students, and to interview students and parents whose primary language is not English. The M.S. for Physical Education curriculum includes sessions on multiculturalism and bilingual education. Two of the Library Media Teacher required courses deal specifically with diversity and multiculturalism. Additional courses in the various programs also thread elements of diversity into the curriculum, including adaptation to meet all learners' needs.

Interviews with initial and advanced candidates and master teachers indicate that they are well prepared to work with diverse students and communities. There is lack of evidence, however, that the issue of serving students and families of diverse sexual orientation is addressed systematically across programs. Very few course syllabi specify this issue, and assessment tools do not refer to this type of diversity. Although some candidates do indicate that this topic was addressed in their preparation program, a fall 2006 study of diversity on campus concludes that the unit needs to better prepare educators for this issue. The survey also indicates that diversity instruction of all types could be more fully embedded in all courses.

As referenced earlier, assessments throughout all programs at all levels focus on proficiencies related to diversity. Data suggest that a majority of initial and advanced candidates exhibit a commitment to diversity, equity, and social justice. Curriculum and methods courses place an emphasis on using assessments to plan instruction so that all students learn. TEP candidates are evaluated by university supervisors, site supervisors, master teachers, and/or school administrators throughout their program on several elements from the California Standards for the Teaching Profession that reflect their ability to support all students. Work samples that include lesson plans and assessment results document candidates' abilities. The required TPA tasks all evaluate diversity proficiencies, and data indicates the unit's candidates score well on those tasks. Adapting instruction for all students is emphasized throughout the programs as well. For example, TPA Task 3 requires candidates to plan and analyze instruction for two focus students with diverse needs. Exhibits of various work samples and their evaluations show that candidates demonstrate that ability. Data show that 79-100 percent of TEP candidates in all initial programs exceed or strongly meet expectations of using strategies and materials for teaching to various learning styles.

A review of the data in the self-study reports for advanced programs validates candidate proficiencies in diversity. The scores for CIMC candidates from Fall 2005 to Fall 2006 verify the ability to design effective assessments with rubrics to evaluate the learning of diverse students. Scores on several assessment tools for Preliminary Administrative Services Credential candidates indicate they are successful with diverse populations. Assessments of the M.A. Educational Technology and Learning candidates demonstrate a commitment to diverse learners and responsiveness to student needs.

B. Experiences Working with Diverse Faculty

The SOE has 60 full-time faculty, 13 part-time faculty, and 343 adjunct faculty. In the current academic year the faculty at APU is 18 percent racial/ethnic minority and 36 percent of the SOE faculty are minorities. The percentage of minorities in the SOE faculty has increased since 2002 and provides significant opportunities to interact with diverse faculty. A review of the faculty demographics verifies that this diversity is represented throughout the various programs. Candidates also indicate that courses often feature diverse individuals for presentations or panels.

Candidates also interact with faculty in southern California. The school faculty in districts that work with APU are diverse, thus candidates are likely to work with faculty with a variety of backgrounds. Candidates verify that many of the school faculties that they work with are from diverse backgrounds, and site visits confirm this.

Faculty has knowledge and experiences related to preparing candidates to work with students from diverse backgrounds and exceptionalities. Many SOE faculty hold recent state credentials that validate the ability to teach culturally and linguistically diverse student populations. Faculty members have often served as teachers, administrators, librarians, or counselors in P-12 school with diverse learners, providing them with extensive, relevant experiences. Faculty keeps current through mentoring, providing professional development, and/or conducting research in P-12 schools. The majority of faculty is involved in research on diversity and present or consult locally and internationally. Faculty vitae highlight various endeavors in this area, and faculty interviews verify several diverse projects. Professional development continues to enhance their knowledge and skills, as documented by the list of recent opportunities offered by the SOE, including an annual APU diversity workshop Imago Dei. Faculty reports numerous opportunities to increase their knowledge in the area of diversity. Resources such as DVDs, textbooks, and videotapes are readily available.

Some candidates express difficulty in receiving accommodations for special needs. The Learning Enrichment Center coordinates these efforts, but candidates report that their needs (for example, closed captioned videos) are not being met, and candidates indicate that some instructional practices hamper their learning.

The unit makes efforts to recruit and retain diverse faculty. Faculty with minority backgrounds has increased in recent years. Several faculty members have attended a seminar on Best Practices in Recruiting and Retaining Faculty of Color. When positions are posted, the description includes a focus on diversity, and the search committee has a diverse composition. The interview protocol includes a question related to diversity. A report to the Dean explains how the committee tried to insure that diverse candidates were interviewed. A review of faculty demographics verifies that departments and programs throughout the unit have minority members.

C. Experiences Working with Diverse Candidates

The unit's candidates also represent diverse backgrounds. Thirty-seven percent of initial SOE candidates, 41 percent of advanced SOE candidates, and 35 percent of APU students overall are

ethnic/racial minorities. More than two-thirds are female. Minority and international students have increased between 1998 and 2006.

Assignments and activities that encourage collaboration promote interaction between candidates who represent a diversity of backgrounds. Work samples document a variety of collaborative efforts among initial candidates. On a fall 2006 survey SOE candidates indicate that they regularly interact with diverse individuals. Candidates often serve on committees with colleagues in their own schools and districts, which offers an opportunity to interact with diverse populations. Hodge Elementary School, the unit's Professional Development School, has 60 percent minority teachers; 10 to 15 TEP candidates are placed there per year. In the current year, 60 percent of the candidates there are minorities. Advanced candidates report that they have collaboration opportunities within their programs, particularly through threaded discussions and face-to-face interactions in class. Initial and advanced candidates both agree that they have opportunities to collaborate with their peers with diverse backgrounds.

The SOE markets its program throughout southern California and encourages individuals from all backgrounds to apply. Regional Directors' meeting minutes document recruitment discussions. APU shows success with diverse candidates through its graduation rates; according to *Diverse Issues in Higher Education* magazine, APU ranked tenth in the nation in awarding master's degrees to Hispanics, seventeenth for Native Americans, and nineteenth for Asian Americans. The Office of University Relations uses various media to recruit diverse candidates, such as La Opinion, a Hispanic newsletter.

D.   Experiences Working with Diverse Students in P-12 Schools

APU is located in southern California, a richly diverse geographical area. The P-12 schools where candidates do their field experiences and clinical practice include a mix of racial, linguistic, and socioeconomic backgrounds. The eleven school districts where the largest number of initial and advanced candidates is placed all have a diverse population, including Asian, African American, Hispanic, Native American, and White students. All eleven districts have some students of all of the listed ethnicities. Several districts have largely Hispanic populations. The lowest percentages of students with free/reduced status are 26.2, 34.9, and 48.2; all others are over 50 percent up to 80.5 percent. All districts have both an EL and SPED population.

The unit ensures that candidates have field experience with students from racial groups different than their own, students with exceptionalities, students from different socioeconomic groups, and male and female students. Several courses in all initial and advanced programs require experiences with diverse students. For initial candidates, the core course EDUC 405, Diversity in the Classroom requires 10-15 field experience hours in a diverse setting. All initial candidates complete a clinical practice in a classroom with diverse students. School counseling candidates must have clinical practice of 150 clock hours with at least 10 pupils of a background different than theirs, or up to 100 clock hours in a diverse program and at least 50 hours with at least 10 pupils with different backgrounds. They must also make visits to observe individuals with exceptional needs.   The Preliminary Administrative Services Credential Program requires experience in schools where at least 20 percent of the students have a different background from the candidates. Work samples and candidates interviews validate that candidates have worked with diverse students, including students with special needs.

The unit ensures that candidates use feedback from peers and supervisors to reflect on their skills with diverse populations. Feedback provided throughout the program for initial and advanced candidates requires reflection. Teacher candidates are required to maintain a journal and complete an ePortfolio, which requires an artifact in each of six sections. They must write a reflection for each section. Work samples for initial candidates document meaningful reflection related to diversity that has furthered their knowledge and skills. Advanced program candidates also receive feedback from supervisors and peers that help them reflect. Their culminating assignments, such as a capstone portfolio, generally require reflection as they select the evidence for the various proficiencies and standards.

Overall Assessment of Standard

The unit has clearly defined proficiencies related to diversity. Coursework and programs are designed to develop candidate proficiencies in these areas. Initial and advanced candidates are assessed for proficiencies related to diversity, and data verifies these proficiencies. Candidates have opportunities to interact with diverse faculty, candidates, and students.

NCATE Team Recommendation: Standard Met

Areas for Improvement: None

State Team Decision: Standard Met

Concerns: None

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Level: Graduate Initial and Advanced

The School of Education has experienced a dramatic increase in the number of students and programs since the last NCATE visit. During the past five years, the SOE has seen a 48 percent increase in the number of degrees granted. The rapid pace of this growth is impacting the unit in the areas of workload, reliance on adjuncts, and advisement.

The unit has sixty full-time faculty members, 13 part-time (50 percent contracts) and 343 adjuncts. According to the Faculty Hiring Plan, at the time of the last NCATE visit there were 56 full-time education faculty members indicating an increase of four faculty lines. Currently, twelve full-time faculty members hold the rank of professor, 28 are associate professor and 20 are assistant professors. In 1984 the APU Board of Trustees adopted a flexible contract system for faculty as an alternative to tenure. Contracts may be offered for one, three or five years. Renewal of a yearly or an extended contract is contingent upon satisfactory completion of the Comprehensive Faculty Evaluation Program (CFEP). Workloads are established by university policy as identified in the APU Faculty Handbook. Faculty with the ranks of assistant, associate, and full professor are required to carry a workload of 26.66 units for a ten month contract, 29.33 for an 11 month contract or 32 units for a twelve month contract.

Faculty in the graduate programs is on an 11 month contract unless they are administrators and are therefore contracted for 12 months. A review of workload reports by program indicates that a majority of full-time and part-time (50 percent) faculty members across programs are teaching an overload. There are several faculty members with nine to twelve unit overloads which are the university limit according to the faculty handbook. One faculty member in the Teacher Education Department reports sixteen units of overload. Interviews with program directors as well as faculty members confirm that the unit expects faculty to teach at the main campus as well as regional centers, to advice candidates, to supervise fieldwork, and to maintain a record of scholarship. Some program directors report that they advise more than 100 students in addition to their administrative responsibilities.

Faculty in the Educational Leadership doctoral program is contractually limited to chair six dissertations during the academic year. However interviews with the faculty in the department indicate that some chair from six to ten dissertations in addition to teaching, scholarly research and advisement. In addition to chairing dissertations, doctoral faculty also advise from eight to nineteen candidates who are formulating inquiry proposals. Reviews of vitae confirm that in 2005-2006 doctoral faculty published three journal publications and presented at eight conferences.

Interviews with administrators and faculty confirm that the institution is shifting towards an emphasis on research and faculty publications. Faculty report that it is possible to negotiate a

three unit release for scholarship activity. However the Faculty Senate has recently asked the university administration to reconsider the workload allotment as it does not provide enough release time to conduct research or to pursue grant opportunities. SOE faculty members state that as the institution requires more research and publications rather than conference presentations, more than a three unit release time will be needed. In addition, minutes from the Doctoral Studies Council refer to a request to the SOE administration to reevaluate the workload of doctoral faculty in order for them to pursue their own scholarship.

An additional impact of the growth in candidate population is the continued extensive reliance on adjuncts in the regional centers and on the main campus. In core education courses which are coordinated by the Advanced Studies department but run across three departments (School Counseling, School Psychology, and Teacher Education) 75 percent of the courses are taught by adjuncts. Interviews with program directors confirm the disproportionate ratio of adjunct to full-time faculty (343: 60), especially at the regional centers. Program directors are assisted by full-time faculty. However as the candidate population increases, full-time faculty express concerns that it will be increasingly difficult to provide advisement in a timely fashion since adjuncts do not advice.

A.   Qualified Faculty

Unit faculty, both full-time and part-time, brings a variety of educational backgrounds and expertise to their classes. Seventy-five percent of the unit faculty holds a terminal degree. A review of curriculum vitae confirms that the majority of full-time faculty has experience in their field of study.

Adjunct faculty is required to hold a master's degree and to have demonstrated expertise in their field of study. Adjunct faculty is not employed in the doctoral program. The majority of adjuncts is currently employed or recently retired teachers, principals, or superintendents. Adjuncts are given a syllabus template to follow and the program director is available for support. The unit uses the Individual Development Educational Assessment (IDEA) student evaluations to assess the classroom performance of adjunct instructors. Some program directors meet with adjuncts to discuss their performance; however, follow-up conferences on student evaluations are not occurring across programs in a systematic fashion.

The unit ensures that P-12 school faculty is licensed in the field in which they supervise. Mentors in the Teacher Education Program (TEP) must be certified by the State of California, tenured by their district, and have a minimum of three years of teaching experience at the grade level. In the Department of School Counseling and School Psychology, those who provide mentoring to program candidates must have a California credential with an endorsement in the area in which that are providing mentoring plus a minimum of three years of experience.

The unit follows criteria for the hiring of clinical faculty to ensure that they are experienced and licensed in the subjects they supervise in the field. Clinical faculty members from the Teacher Education Program (TEP) are typically retired teachers and administrators. In the Department of School Counseling and School Psychology, clinical supervisors have contemporary experiences in public schools as school counselors or school psychologists and many have teaching and

administrative experience as well. Clinical faculty in the Department of Educational Leadership who teach Preliminary or Professional Administrative Services Credential Program courses have administrative experience and hold a current clear Professional Administrative Services Credential.

B.   Modeling Best Professional Practices in Teaching

Teaching by unit faculty reflects the conceptual framework and research, theories and current developments in their fields. Syllabi in the unit include the conceptual framework and candidate interviews validate that instructors describe and discuss its meaning and the implications of its three Learning Goals (ethical, responsive, informed). A review of syllabi indicates that course objectives are aligned with the conceptual framework and assessments are constructed to evaluate the three Learning Goals. Reviews of syllabi in the initial and advanced programs indicate that candidates are required to reflect on their practice and to conduct literature reviews to ascertain best practice in their field. Interviews with candidates confirm that faith integration is central to their coursework. As one candidate explained the unit emphasizes *social justice* and how their role as educators in the community can lead to increased equity in the schools.

Full-time faculty attempt to stay current in their content fields through continual research activities and scholarly publications. Reviews of vitae indicate that several faculty present at and attend research and professional conferences, participate in faculty development opportunities, and collaborate on research projects with other faculty in interdepartmental endeavors. Due to the establishment of doctoral programs at the university, the administration is urging faculty to increase their scholarly endeavors including publication activities. However interviews with faculty members as well as program directors indicate that maintaining a record of scholarship is extremely difficult due to their heavy workload. Program directors and faculty members indicate that course releases for scholarship can be negotiated at contract renewal; however, there is no systematic policy across the unit.

A review of course syllabi confirms that the development of reflection, critical thinking, and problem solving and professional dispositions is infused throughout the programs in the unit. Candidates in SPED 531 *Tests, Measurements and Instructional Planning* are required to compile an educational assessment report in which they analyze assessment data and make recommendations. Candidates in several advanced programs are also required to conduct action research projects as well as in-depth literature reviews.

Unit faculty uses a variety of instructional strategies that reflect an understanding of different learning styles. The majority of courses use varying methods such as lecture, PowerPoint presentations, case studies and small group work. In the Teacher Education Program (TEP), instructional strategies such as discussion, modeling, simulations, guided practice, investigations and hands-on experiences are used. In online programs such as the Master of Arts in School Librarianship and Educational Technology, strategies include a variety of multimedia and hypermedia presentations, Podcasts, blogs, Wikis, and synchronous and asynchronous telecommunications. Reviews of course syllabi confirm that several faculty members are utilizing eCompanion to create online threaded discussions as well as multimedia presentations.

SOE faculty integrates diversity throughout their teaching. In the Teacher Education Program (TEP), candidates are required to take two courses on English Language Learners. In addition, standards for English Language Learners are embedded in each course. Interviews with faculty and candidates confirm that the unit is focusing on developing educators that are prepared for diverse contexts. However the unit is aware that more work has to be done in developing an awareness of different lifestyle orientations in the community.

Full-time faculty incorporates the use of technology into instruction. Faculty use PowerPoint to focus instruction, online literature and information searching, eCollege for distribution of instructional materials, lesson outlines, synchronous and asynchronous threaded discussions, and TaskStream to assess candidate work.

Candidates assess faculty through the Individual Developmental Educational Assessment (IDEA) which is completed anonymously and confidentially by each candidate in a class with a computerized report forwarded to faculty members, department chairs and the dean. IDEA assesses faculty on teaching effectiveness and content mastery in two ways: a) Progress on Relevant Objectives, a weighted average of candidate ratings of the progress they reported on objectives; and b) Overall Ratings, candidates' evaluation of the instructor's content knowledge and instructional practices. In Spring II and Semester 2006 the majority of students positively rated the teaching performance of full-time and adjunct faculty.

SOE faculty is beginning to systematically engage in self-assessment of their teaching through the new Comprehensive Faculty Evaluation Program (CFEP) which was piloted in 2003-2004. This evaluation program requires faculty to assess, reflect, and analyze their own teaching effectiveness annually. Interviews with faculty and administrators indicate that the unit is shifting towards using faculty evaluation data to plan professional development. Adjuncts are primarily evaluated through the IDEA student evaluation. However the use of data to improve adjunct performance is not systematic across the unit.

C.   Modeling Best Professional Practices in Scholarship

The mission of APU focuses on Four Cornerstones (Christ, Scholarship, Community and Service). Therefore scholarship emanates from the mission as well as the unit's conceptual framework's focus on ethical, responsive and informed (ERI) educators. An illustration of scholarship that reflects the mission of APU is the participation of several SOE faculty members in Operation Impact program. The program allows faculty members to share their scholarship in Ethiopia, Ghana, Philippines, China, England and other international sites. Several faculty members indicate that their scholarship agenda focuses on social justice which is central to the institution's mission.

As the institution shifts towards a research agenda, faculty is attempting to focus more on publications rather than conference presentations. However the heavy workload required of full-time faculty members makes it difficult to pursue an intensive scholarship agenda that is required of institutions granting doctorates. Several faculty members are involved in professional organizations at the international as well as national, state and local levels. A review of vitae demonstrates that several faculty members have presented at national/international conferences such as the American Educational Research Association (AERA) and the Association for

Supervision and Curriculum Development (ASCD). Grants have been awarded for research in areas such as bilingual teaching. The SOE February 2007 report for scholarship activity in 2006 states that the unit produced the following: 15 journal publications in international and national publications; 21 presentations at national/international conferences. The 2005 report confirms that unit faculty produced eight journal articles and one book with 20 presentations at national/international conferences. Administrators, program directors, and faculty across the unit acknowledge that as the university moves towards a research agenda, the heavy workload is impacting their ability to pursue a scholarly agenda in the near future.

Currently, the majority of the unit's faculty is engaged in scholarship. Reviews of vitae indicate that faculty predominately present at national as well as international conferences. A shift is occurring with the unit emphasizing the need for more publications rather than conference presentations. In interviews, faculty from the unit discussed the need for a six unit release for scholarship in order to pursue a more intensive research agenda. An additional area of concern is that in the new CFEP evaluation system faculty will receive a 'composite score' for their demonstrated performance in teaching, scholarship and service with each department allocating the weight for each component. As the university moves to a more research-oriented scholarship agenda, it may be difficult to receive the necessary composite score with their heavy workload.

D.   Modeling Best Professional Practices in Service

SOE faculty provides service to the university, school, and broader communities in ways that are consistent with the institution and the unit's mission. Faculty members' investment in service is reflected in their choice to include service as one of the major components of faculty evaluations in the Comprehensive Faculty Evaluation Program (CFEP). Their service activities are consistent with the conceptual framework's emphasis on preparing ethical, responsive, and informed educators as they collaborate in K-12 schools and also at the state level to improvement student and candidate learning.

Full-time faculty are engaged in service to P-12 schools and service to the profession at the local, state, national, and international levels. Examples of faculty service activities include; consultants to schools including Light and Life school in Azusa, Options for Youth Charter Schools, Los Angeles Unified School District; Member of State's Advisory Committee for Teaching Performance Assessment (TPA) Development and Implementation, and as chief TPA trainer for other universities in the state.

Faculty members are also involved in serving P-12 schools. The unit has collaborated with the local community to create a Professional Development School with Azusa Unified School District. SOE faculty members mentor P-12 teachers, collaborate with administrators, supervise and mentor candidates, and work directly with P-12 students to impact student learning. In addition, faculty members also work as consultants to other school districts such as Pomona, Etiwanda and many others.

Reviews of faculty vitae and interviews with personnel across the unit confirm that the majority of full-time faculty is committed to service on the local, national, and international levels.

E.   Collaboration

Full-time faculty collaborates with colleagues in P-12 settings, faculty in other college or university settings, and with members of the broader community learning in the preparation of educators. Several faculty members serve on university-wide committees and/or on committees within the unit. The major collaborative endeavor undertaken by the unit has been the creation of a PDS site in Azusa Unified School District. Faculty members from the SOE collaborate with P-12 teachers to improve student learning. Faculty members are also involved in the Beginning Teacher Support and Assessment consortium that involves collaboration with colleagues from the professional community. Reviews of faculty vitae and interviews with faculty in the advanced programs indicate that there is some collaboration with school partners to improve both student and candidate learning.

However the unit does not systematically document collaborative efforts in P-12 schools or across the university for initial or advanced programs. There is little evidence that the unit is collecting data on how their collaborative efforts with P-12 sites, the professional community and university colleagues is used to improve teaching, learning and teaching education.

F.   Unit Evaluation of Professional Education Faculty Performance

The unit conducts evaluations of full-time faculty teaching performance. APU is currently in transition from a summative evaluation system overseen by the Appointment, Rank, and Contract (ARC) Review Board to the Comprehensive Faculty Evaluation Program (CFEP) system. In the CFEP system, new full-time faculty members are evaluated in the areas of Educator-Mentor, Servant-Leader, and Scholar-Practitioner. As a component of the evaluation process, specific courses are selected for evaluations each semester. The course evaluation process includes the Individual Development and Educational Assessment forms (IDEA) which are completed by candidates at the end of the semester. Faculty members receive a composite score based upon their performance in the designated areas with the department setting the weight allocated to each area. Interviews with the administration and program directors indicate that the unit is still transitioning to this new evaluation system and are not yet systematically using the data from this new evaluation system to provide professional development.

In 1984 the APU Board of Trustees adopted a Flexible Contract System for faculty as an alternative to tenure. Contracts may be offered for one, three, or five years. Renewal of a yearly or extended contract is contingent upon a satisfactory performance as determined by the standards outlined in the CFEP handbook. Full-time faculty members are observed by the Dean or Associate Dean when applying for a contract or promotion.

The unit does not evaluate adjunct faculty systematically and regularly. Evaluations that are conducted are not used to improve practice. Currently adjunct faculty is evaluated by candidates through the IDEA course assessment. Interview data confirm that adjunct faculty does not receive professional feedback on the IDEA assessment data to enhance their competence and intellectual vitality. Evidence indicates that the unit does not provide systematic and comprehensive evaluation of adjunct faculty.

G.   Unit Facilitation of Professional Development

The unit provides opportunities for faculty to develop their knowledge and skills. SOE faculty are encouraged to participate in professional development activities through research grants from the Faculty Development Office, the Faculty Research Council, the Faith Integration Office, the University Research Office and the Provost's Office.

Since the CFEP system is new, department chairs are beginning to use assessment data to plan professional development opportunities for individual faculty members. Specific recommendations such as mentoring and resources like the APU Distance Education Office and the Faculty Development Office are typically included. In addition, several faculty members attended a workshop on the Individuals with Disabilities Education Improvement Act of 2004 to address candidates' concerns about special education laws.

During the past two years, the primary focus of professional development in the unit has been on the use of TaskStream to aggregate assessment data. Several faculty members have also provided and attended workshops on Teaching Performance Assessment (TPA) Interviews with administrators from university faculty support services and program directors confirm that several faculty members participate in professional development workshops.

Overall Assessment of Standard

Since the last NCATE visit, the SOE has experienced a dramatic increase in the candidate population and number of programs offered across regional sites. In order to accommodate the significant growth, the unit has relied on adjunct faculty to staff sections and to provide instruction at regional sites. This situation has led to a disproportionate ratio of adjunct to full-time faculty in the unit (343:60). In addition, the majority of full-time faculties across the unit are teaching an overload. Several faculty members are working with nine to twelve unit overloads on a regular basis. The heavy workload in addition to the university's shift towards a research agenda befitting an institution granting doctorates has raised concerns among the faculty about their ability to maintain a scholarship agenda. The disproportionate ratio of adjunct to full-time faculty as well as the heavy workloads of full-time faculty across the unit raises serious concerns regarding the unit's ability to maintain best practices in scholarship, service, and teaching.

NCATE Team Recommendation: Standard Met

Areas for Improvement:

New: (Initial and Advanced) The unit has no systematic and comprehensive process for evaluating the teaching performance of adjunct faculty.

Rationale: Although the unit collects information on adjunct teaching performance through IDEA and the raw data are shared with the adjunct faculty member, no professional feedback is provided. Without an analysis of teaching performance, the unit cannot insure the quality of instruction in its programs.

New: (Initial and Advanced) Collaboration with colleagues across campus and in the field, for the purpose of program improvement, is not clearly documented.

Rationale: Although there are activities involving collaboration, there is little documentation of regular and systematic collaboration with colleagues in P-12 settings, faculty in other university units, and members of the broader professional community to improve teaching, candidate learning, and teacher preparation.

Continued: (Advanced) Collaboration of faculty and school partners is not systematic across all programs.

Rationale: Faculty in the advanced programs does collaborate with school partners. However, due to the lack of documentation on collaborative efforts, there is little evidence that it is systematic across advanced programs.

State Team Decision: Standard Met

Concern: Although there was evidence of the evaluation of the teaching performance of adjunct faculty, there was no evidence of a comprehensive process for the evaluation of adjunct faculty.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

> *The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

Level: Graduate Initial and Advanced

Unit Leadership and Authority

The School of Education (SOE) is comprised of Teacher Education, Educational Leadership, School Counseling and School Psychology, Advanced Studies in Education, and Doctoral Studies in Education. Most programs are offered on the main campus and at the seven regional centers located throughout Southern California. The Department of Advanced Studies offers two programs online: Master of Arts in Education: School Librarianship and Master of Arts in Educational Technology. In addition, the School Nurse Credential resides in the School of Nursing. The Dean serves as the unit head.

The Dean of the SOE reports to the Vice Provost for Academic Affairs. Department chairpersons are appointed by the dean of the school in which they serve with consultation from the Provost to serve one-year with renewable terms. Though each department is autonomous, the Dean is responsible for managing and coordinating the functions of all aspects of the unit including personnel, programs, budget, and facilities. Department chairpersons report to the Dean and work collaboratively on matters related to educational programs such as hiring new faculty members to teach courses and supervise clinical experience or when curriculum changes affecting the program are being considered. Additionally, each department has program directors; regional centers have program directors that report to their main campus counterparts. The SOE Dean also collaborates with unit head for Nursing regarding preparation of school nurses.

There are two primary governing bodies for the SOE: the Dean's Cabinet, which includes the department chairs and the Extended Dean's Cabinet, which additionally includes the program directors. The groups meet monthly to discuss faculty development, budget, academic trends, faculty evaluations, and other pertinent issues.

Based primarily on interviews, some collaboration takes place between SOE faculty and their colleagues across campus. Faculty serves on university-wide committees and participates in professional development activities. There is evidence that faculty have collaborated on research. However, there is little evidence to document the scope and type of collaboration that takes place relating to program issues and common concerns.

Admission requirements and procedures are described in the Graduate Catalog, department marketing brochures, and on the SOE website. The unit's academic calendar, grading policies, degree requirements, financial aid services, and other information are contained in the APU Graduate Catalog which is updated annually. The APU Graduate Catalog and Academic Calendars are also available on the university website.

Recruiting for the SOE programs is done at 'grad fairs' by Graduate Admissions and through local school districts. There was evidence of outreach by some programs. A primary source of recruitment is word of mouth.

Extended hours for university offices that offer student services make services available to the candidates who attend primarily in the evening. Regional center 'front line' staff receives regular training from Graduate Admissions so that they can better assist candidates. Candidates indicate that their instructors are readily accessible via class time, cell and home phones, and email. Full-time faculty holds regular office hours. However, conversations with faculty, indicates that the heavy workload of the full time faculty is impacting the time they can devote to student advising.

Accommodation for students with disabilities is somewhat problematic at the graduate level. The current Graduate Catalog has no mention of support for individuals with disabilities though there are plans to include a description of the Learning Enrichment Center and the process for requesting accommodation in 2007/2008. Additionally, syllabi are required to include the following statement:

> Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

A review of current SOE syllabi shows that not all syllabi include the statement and some include an outdated statement. Therefore, all candidates are not apprised of the process for getting support, both on the main campus and at the regional centers.

The professional community includes APU faculty, adjuncts, and K-12 colleagues. Based on interviews and some evidence provided, at various times, all of the members of the community have participated in conversations about program improvement and candidate performance. Many adjuncts are teachers or other school personnel in the school settings where candidates are placed for field and clinical experiences and therefore participate in the design of the experiences. All members shape the content of the programs by bringing their special skills and competencies to the courses they teach or the experiences they supervise.

Faculty vitae and interviews with faculty show that leadership is provided in the forms of staff development to local school districts, participation at school sites, and other interactions with K-12 colleagues. In addition, SOE faculty and students are involved in APU Community Outreach Programs like the Teacher Assistant Program and various after school and community enrichment programs.

Unit Budget

The SOE budget for FY2006-2007 is $14,928,226. The SOE's budget compares favorably with other units on campus. The Institution follows a revenue-based budget model. There is a strong relationship between the SOE's budget planning process and the office of enrollment management. Currently the SOE's budget is in transition since they separated from the Behavioral Sciences programs two years ago. The budgets were split but there are still some

SOE positions charged to the Behavioral Sciences' budget and vice-versa. This will be corrected in the upcoming year. Currently the SOE brings in about 15 percent of the university-wide revenue from schools and colleges yet its expenditures are 25 percent of the total university school and college units' expenditures. This compares favorably with the other units. The college of arts and sciences, for example, expends 26.1 percent of the total school/college expenditures.

The institution's Board of Trustees recently approved a four percent increase for faculty and staff for the upcoming year. Of the 105 schools in the Coalition of Christian Colleges and Universities (CCCU), APU ranks sixth for their pay of full professors, eleventh, for associate professors, and thirteenth for assistant professors.

The Provost reports that the University presently spends $2 million on faculty development opportunities. This includes monies for faculty release time for scholarship and research, sabbaticals, internal grants, and other faculty assistance. According to the provost, the SOE receives the "lions hare" of these funds. Documentation received from the unit accounted for $12,500 of these funds.

The SOE received a $3,638,614 budget increase since the FY2003-2004. The budget was increased 9.4 percent from 2003-2004 to 2004-2005, 2.2 percent from 2004-2005 to 2006-2007, and 13.8 percent from 2005-2006 to 2006-2007. The increase from 2003-2006 was 21.8 percent.

Personnel

Workloads are established by university policy as stated in the Faculty Handbook. The full-time teaching workload for assistant, associate, and full professors requires 24 units for a nine month contract, 26.66 for 10 months, 29.33 for 11 month, and 32 units for 12 months. Faculty contracts may be one, three, or five years. Clinical supervisors are compensated on a per capita basis. There are no full-time clinical or fieldwork supervisors.

Full time faculty workloads include teaching, advising, and service to the unit and university. In addition, there is a growing expectation for scholarship from all full-time faculty. A standard nine month, 24 unit load requires a full-time faculty member to teach the equivalent of two classes in each of four nine-week terms. A 10th month may be added to the contract and serves as support for scholarly activity. Graduate faculty and administrators may also be awarded 11 or 12 month contracts. Many faculty elect to work overload to support the program and/or increase their income. The workload, especially for faculty in the director positions, is heavy. A concern was expressed that because of the heavy load, students are not served at the level they deserve. Additionally, because a large number of adjuncts are employed by the unit, the burden for advising falls on a small number of full-time faculty. Also, because of the growing expectation for faculty to produce scholarly work, there is concern that those working on overload do not have the time to do so.

The unit employs 60 full-time faculty, 13 faculty members have 50 percent contracts, and eight additional faculty are full-time at APU, but serve part-time in the SOE. Administrators include the dean, department chairs, program directors, and regional center directors. Over 300 adjunct faculty, including instructors and clinical support personal, serve the unit over an academic year. A review of vitae shows that individuals working in the unit have both appropriate academic

preparation and professional experience.   Adjuncts are expected to attend informational workshops twice a year. They are provided with an Adjunct Faculty Handbook. Course syllabi are provided and adjuncts receive support from the appropriate course coordinator. All faculty, full-time and adjunct, have numerous opportunities to develop their expertise in technology, including the use of TaskStream, the primary assessment and data system for both faculty and candidates in the unit.

Based on interviews, there are adequate support personnel for the unit programs, including the regional centers. They ensure that both faculty and candidates are provided with support services to ensure that their various professional and service needs are met. Additionally, the credential office employs four credential analysts and two support staff. Given the large number of credentials completed each year, this is adequate to meet the needs of the candidates.

Three main campus librarians are assigned to work directly with SOE faculty and candidates. There is adequate support of the main campus. The regional centers do not have librarians on site; however, main campus librarians do travel to the regional centers as requested. Based on interviews with faculty, librarians, and candidates, the resources on the main campus are very good as is access to resources via technology. A concern was expressed that the regional centers would benefit from on-site support for candidates to assist them with research questions.

Full-time faculty may apply for support for scholarly work through contract negotiation, release time grants approved by the dean, and university grants. Adjuncts may also apply for release time and university grants. There is monetary support for faculty to attend professional meetings and conferences. In addition, there is support at the university level for enhancing faculty scholarship that includes grant writing and writer's workshops. The university Academic Senate is currently reviewing faculty load and support for scholarly work in light of the current university transition to an expectation for scholarship at a level beyond professional presentations.

Unit Facilities

All full-time faculty members in the unit have individual offices of adequate size equipped with a laptop computer, printer, telephone, and appropriate furniture. Candidates and faculty have access to a wireless network, computer store, computer facilities, Duplicating Services, Graphic Center, and IMT Support. Classrooms are linked to multimedia projectors and the Internet. Study and meeting areas are available to candidates at several locations throughout the university. Regional centers offer candidates adequate facilities to accommodate a wide variety of master's degrees and credential programs. Regional center facilities include technologically advanced classrooms equipped with high-powered computers linked to multimedia projectors and the Internet; libraries with Internet, database, and advanced search access; "smart" classrooms equipped with high-powered computers linked to multimedia projectors; and multimedia computer labs.

The university provides all new full-time faculty members with a new laptop computer when they are hired which is refreshed every two years. A laser printer is networked for use. APU's wireless network allows the APU community to connect to the Internet, use email, and search library resources from various on-campus locations. APU's intranet, Cougars' Den, is a free

service offered to faculty and candidates, providing the capability to access critical campus resources such as grades, financial information, and online library resources.

Unit Resources Including Technology

All programs offered by the unit are physically located in the SOE. Budgets are annually allocated by the Office of the Provost to each academic school and/or department. Technology resources for the unit are allocated by the Office of Information and Media Technology (IMT) Support Services which oversees all technological needs of faculty, staff members and candidates at APU. The IMT Support Desk is available for faculty, staff, and candidates including evenings and weekends for graduate faculty and candidate support. The Office provides all campus-wide technological support regarding hardware and software (e.g., administers network infrastructure, assigns e-mail and website accounts, and installs new computers).

Most classrooms at APU (including regional centers) are "smart" classrooms allowing access to a computer, VCR/DVD, and projector for PowerPoint presentations. Students use these technologies for in-class presentations as do their professors for instructing. Students have access to a laptop program at APU where they may purchase a refreshed laptop previously owned by a professor for a minimal fee.

Candidates in the SOE are required to utilize one or both technology web services, TaskStream and eCollege, for online course support. Candidates are required to demonstrate knowledge and use of technology in course assignments and during field experience. Candidates communicate with their professors through email and through eCollege.

The Office of Distance Education assists faculty in the development and delivery of online courses and programs. The university utilizes File Maker Pro data base system which allows department chairs and program directors to access information that can assist them with advisement and decision making.

APU libraries include the William V. Marshburn Library (East Campus), the Hugh and Hazel Darling Library (West Campus), the Stamps Theological Reference Room (West Campus), and six off-campus libraries that support academic programs at the APU Inland Empire, Los Angeles, Orange County, San Diego, Murrieta, and Ventura Regional Centers. The university network provides access to more than 100 online database which include more than 12,000 full-text periodical titles, 23,000 electronic books as well as all material available on the Web.

The holdings of the Hugh and Hazel Darling Library include collections supporting computer science, education, nursing, professional psychology, and the Special Collections of APU. The Stamps Rotunda offers a traditional library environment of book stacks and individual study carrels. The Ahmanson Integrated Information Technology Center includes 75 workstations at double carrels with the ability to conduct research using the latest computer technology.

The holdings of the William V. Marshburn Memorial Library include collections supporting liberal arts and sciences, music, and business. The library has a 24-hour, seven day-a-week study area, 40 computer workstations in the information commons, and seven group study rooms. This

library houses the Sakioka Computer Training Center with 20 computer workstations and the Media Center with state-of-the-art audio-visual equipment providing access to a large video, CD, DVD, and cassette tape collection. It also houses Interlibrary Loan, Document Delivery Services, the children's literature collection, and the Writing Center.

University libraries support academic programs at the regional centers by providing core library collections, access to all APU online information tools and resources, and a full range of library services. Libraries contain a test collection of standardized educational and psychological tests for examination and study that may be checked out to faculty members whose field requires use of standardized tests, or students taking courses in which standardized tests are taught.

Additionally, libraries offer faculty and students LINK+, a single catalog which lists materials (books only) in the collection of participating libraries that allows faculty and students to access books not available within the APU collection.

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Overall Assessment of Standard

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Azusa Pacific University has a clear commitment to the School of Education and the preparation of strong professionals to serve children and young adults in California and beyond. This is evidenced in the resources provided to the unit, including sufficient resources for technology. Faculty, both full-time and adjunct, voices a strong allegiance to the institution and its students, and clearly believes in its mission. The faculty workload makes it difficult for faculty to both meet their own needs to pursue scholarship and to meet the needs of the candidates. Additionally, the faculty in the doctoral program continues to carry a dissertation load that exceeds NCATE standards. Though collaboration seems to be taking place between unit faculty and both university and field colleagues, the unit does not appear to document and track involvement. One segment of the population that is currently not being adequately served is individuals with disabilities.

NCATE Team Recommendation: Standard Not Met

Areas for Improvement:

New: (Initial and advanced) The unit does not provide adequate information to and support for students with disabilities.

Rationale: Students with disabilities, particularly at the regional centers, have not been apprised of the services available to them to support their academic preparation.

Continued: (Advanced only – revision) The number of dissertations chaired and inquiry proposals supervised impacts the scholarship agenda of doctoral faculty.

Rationale: The doctoral program has insufficient capacity to support rigorous scholarship such as dissertation mentorship/support and scholarly activity.

Continued: (Initial and Advanced - revision) Faculty work loads are impacting unit faculty's ability to maintain a scholarly record.

Rationale: Teaching loads, combined with heavy advisement and supervision of candidates along with other assignments, are having a negative impact on faculty scholarship.

Continued: (Initial and Advanced - revision) The disproportionate ratio of adjunct to full-time faculty (343:60) impacts the delivery of initial and advanced programs (except the doctoral programs).

Rationale: As a result of heavy reliance on adjunct faculty, regular full-time faculty has an unusually heavy load of advisement and teaching. The disproportionate ratio of adjunct to full-time faculty (343:60) impacts the delivery of initial and advanced programs (except the doctoral programs).

State Team Decision: Standard Met

Concerns: Students with disabilities, particularly at the regional centers, have not been apprised of the services available to them to support their academic preparation.

Internship Issues for State Team Report

Common Standard 1 and 2 – Leadership and Resources.
The School of Education has an official agreement with each school district in which interns are employed. Additional resources are provided for the operation of all internship programs.

Concern: The site supervision for some MS/SS interns was found to be inconsistent. All MS/SS interns are not receiving support from one or more certificated person(s) who are assigned at the same school site.

Common Standard 4 – Evaluation
All interns are evaluated on a regular basis and evaluations are discussed with interns, supervising faculty and support providers.

Common Standard 5 – Admission
Each internship program evaluates candidates to make certain that they meet all admission criteria.

Common Standard 6 – Advice and Assistance
There are multiple opportunities for interns to obtain assistance and advice. Intern candidates are met with on a regular basis and given program information.

Common Standard 7 – School Collaboration
There was considerable amount of evidence that collaboration with schools and school districts exists in the implementation of internship programs.

Multiple Subject Credential
Multiple Subject Internship Credential
Single Subject Credential
Single Subject Internship Credential

Findings on Standards:
After review of the institutional report, self study reports, supporting exhibits, and the completion of interviews of candidates, graduates, faculty, program directors, department chairs, and employers the team determined all program standards are fully met for the Multiple Subject Credential, Multiple Subject Internship Credential, Single Subject Credential, and Single Subject Internship Credential with the exception that *Program Standard 16 – Selection of Fieldwork Sites and Qualifications of Field Supervisors* for the Multiple and Single Subject Internship Programs is **Met with Concerns**. The site supervision of interns was found to be inconsistent. All intern candidates are not receiving support from one or more certificated person(s) who are assigned at the same school. Data are insufficient to indicate that at least one support provider is experienced in the curricular areas of the intern's assignment.

Azusa Pacific University (APU) produces credentialed teachers who are professionally prepared to provide quality educational programs that meet the needs of the children and youth in public and private schools under the 2003 approved SB 2042 program standards.

Strengths:
Full-time faculty from the School of Education (SOE) not only serve as advisors and mentors to candidates in the field. This adds to the authenticity of faculty classroom instruction in connecting theory to real world experiences.

The candidates report that one of the strengths of the SOE leadership, faculty, and staff is their accessibility, dedication, and support to the students. The students also noted that they receive personal attention, adding to their satisfaction of the APU program. This personal relationship and caring is more than evident in the Professional Development School relationship developed with Hodge Elementary School within the Azusa Unified School District. Over the past three years since its conception, the collaboration has included everything from APU courses brought to the Hodge campus to the hiring of APU credential graduates.

Concerns:
None noted

Education Specialist Credential
Level I Mild/Moderate – including internship
Level II Mild/Moderate

Findings on Standards:

The Special Education Department (SPED) at Azusa Pacific University is a fully and actively integrated part of the School of Education (SOE). The Department offers two tracks toward the Mild/Moderate Credential. There are opportunities for both non-contracted candidates who proceed into the credential program after completing the bachelor's degree, as well as contracted teacher interns who are seeking the Mild/Moderate Credential or adding the special education component to a current credential. The majority of the candidates in the Mild/Moderate credential program are interns. The Department also offers a Master of Arts in Education in combination with either track or as a separate degree (non-credential).

Based on graduate, candidate, faculty, employer, and mentor interviews and review of the documents provided by the University, the team determines that all standards are met.

Strengths:

The Department of Special Education is commended for providing a strong and supportive environment for their candidates. There is a consistent attitude of caring and compassion along with high standards seen throughout the Department. The Department and the University further extends this support by offering classes at the regional centers. This allows candidates to access faculty, resources, and coursework within easy access of their homes and worksites. The Department Chair regularly visits the satellite sites to meet with the site coordinator, candidates, and adjunct staff.

Because of the close working relationship between SPED and Teacher Education Program (TEP), several of the core Mild/Moderate and Single/Multiple Subject credential courses are planned and offered jointly between both programs. The faculty has established excellent working relationships with the local school districts to select master teachers provide effective fieldwork and student teaching experiences and help locate intern positions.

The Department provides mentor teachers (college supervisors) who meet regularly with the interns and the traditional student teachers and who serve as liaisons between the University and the candidates. Mentors meet regularly with Department faculty to participate in staff development, discuss common issues and current Department changes and policies.

The Department hosts a three-day summer training which brings together the adjunct and full-time faculty. This provides an opportunity for sharing and exploring concerns, reviewing syllabi and new textbooks, discussing assignments, activities, and materials used in courses. This time is also used to provide training in new programs such as Task Stream, eCompanion, and the Teaching Performance Assessment.

Concerns: None noted

Administrative Services Credential Programs
Preliminary Administrative Services including Internship

Finds on Standards:
After review of the institutional report, program self study reports, supporting documentation and exhibits, and the completion of interviews of candidates, graduates, faculty, program directors, department chairs, and employers the team determined all program standards are met for the Preliminary and Preliminary Internship Administrative Services Credential programs.

The Department of Educational Leadership consists of the standards-based Preliminary and Preliminary Internship, the guidelines-based Professional Administrative Services credential programs, in addition to Master of Arts in Educational Leadership.

The Preliminary Administrative Services Credential program (PASC), redesigned in 2005, integrates and documents candidate level of mastery of the California Professional Standards for Educational Leaders (CPSELs) through implementation the following: embedding field experience and signature assignments in coursework, using TaskStream to evaluate signature assignments, and preparing leaders to be researchers through the case study capstone experience. The two-year Preliminary Internship Administrative Services Credential program is standards-based and involves the candidates in a joint mentoring and supervision program collaboration with university and district personnel in a series of seminars designed to support new administrators.

The Professional Administrative Services credential program was redesigned as a guidelines-based program in 2005 and incorporates a collaborative candidate assessment based on the state guidelines, a series of professional readings, and a two year professional growth and mentoring plan. (This program is not a formal part of this accreditation review.)

Strengths:
The consistency throughout the course sequence in the Preliminary Administrative Services Credential program provides the candidates an opportunity to participate in a strength-based, self-inventory program that is based in the state standards builds to the development of personal plans for ongoing professional growth. The research involved in the case study capstone experience in the Preliminary Administrative Services Credential Program assists leaders in developing the research skills needed in P-12 education.

The candidates report the strengths of the Department of Educational Leadership include dedication, support, and accessibility of the faculty, the personal attention given to the candidates, and the relevance of the course content.

The candidates report the guidelines-based Professional Administrative Services Credential Program is individually designed to meet the candidates' assessed needs, interests, and career goals.

Concerns:
None noted.

Pupil Personnel Services Credential:
School Psychology and School Psychology Internship Credential

Findings on Standards:
Upon a review of the institutional report, program document, support documentation, and the completion of interviews of candidates, graduates, and faculty, the team determined that all program standards are met for the School Psychology and School Psychology Internship Credential Program.

Strengths:
The Azusa Pacific University School of Psychology has numerous strengths. Their assessment system uses courses' signature assignments, exit surveys, TaskStream, and Growth Assessments. The Signature Assignments are keyed to the Conceptual Framework, State and Professional Standards, and are assessed by rubrics.

Candidates are articulate and identify the following program strengths: well qualified faculty, the current rigor of scholarship, the preponderance of courses taught by full-time faculty, good communication between faculty and candidates, availability of faculty including weekend availability, and strong staff support offered to candidates. There is a strong link established between course content and classroom/field experience. The Psychology faculty is commended for their assessment and reflection system, professionalism, commitment to diversity, Fieldwork/Internship Program, and adjunct training program.

Graduates identify that an advantage of the program is the feeling of continuing to belong to a professional learning community after graduation. They comment on the ability to complete the program within a personalized timeframe as beneficial.

Candidates appreciate the opportunity to work toward a school counseling and school psychology credential simultaneously along with the corresponding master's degree. Both the Psychology and Counseling areas of the Pupil Personnel Services Program have set an excellent example of how two areas can work together to create a combined program to service their students. Both candidates and graduates stated they felt the major reason for choosing Azusa Pacific University was the Christian faith based program. They felt the faculty strive to integrate faith in each of the classes.

Concerns:
None noted.

Pupil Personnel Services Credential:
School Counseling and School Counseling Internship Credential

Findings on Standard:
Upon a review of the institutional report, program document, support documentation, and the completion of interviews of candidates, graduates, and faculty, the team determined that all program standards are met for the School Counseling and School Counseling Internship Credential Programs.

Strengths:
The Azusa Pacific University School Counseling Program has numerous strengths. Their course signature assignments align with State and Professional Standards. All candidates use the TaskStream electronic portfolio management system to present their assignments for grading by rubrics.

Input is gathered from class signature assignments, candidate appraisals at end of program, site mentor ratings of candidate's performance, and surveys of alumni and community members to assist the department in focusing on common goals.

Candidates articulate and identify these program strengths: well qualified faculty, the current rigor of scholarship, the preponderance of courses taught by full-time faculty, good communication between faculty and candidates, availability of family, and strong staff support offered to candidates. Program graduates cite the strong link established between course content and classroom/field experience.

Candidates appreciate the opportunity to work toward a school counseling and school psychology credential simultaneously along with the corresponding master's degree. The importance of a program based on Christian values and principles was one of the key statements made by candidates and graduates. Candidates felt that faculty strive to integrate faith in each of the classes they teach.

The Azusa Pacific University School Counseling faculty is commended for their assessment and reflection system, professionalism, commitment to diversity, and Fieldwork/Internship Program. The faculty is commended for accommodating a large increase in candidates due to AB1802 and their ongoing support and training of adjunct professors to meet this challenge.

Concerns:
None noted.

Library Media Teacher Credential

Findings on Standards:
The Library Media Teacher Program was the first online library media program in the state. The program director and faculty are commended for providing this to those without access to a library program in their immediate area. After faculty, adjunct faculty, program director, and candidate interviews and following the review of all documentation, the team determined that all standards are met except that ***Standard 24 – Field Experience Prior to Service as a Library Media Teacher*** is **Met with Concerns**. Candidates are not prepared to work at all P-12 grade levels. While there is an emphasis on candidates using a variety of skills and new-found knowledge in their field experiences, the team did not find evidence requiring candidates to experience library service at both elementary and secondary levels.

Strengths:
Candidates express appreciation of a program that offers a theoretical base as well as one grounded on practical applications. Strong, enduring learner goals are evident in the coursework. Candidates and graduates offer positive comments about a thorough preparation for working in a school library.

The program offers candidates a strong foundation in multicultural awareness, reflected in each syllabi. Partnering with P-12 schools offers opportunities for candidates to participate in activities involving a multicultural student population. This partnership outreach reflects a true partnership as faculty and candidates are involved in various activities, that is, faculty teaching courses for 4-12 students on and off campus. The Advanced Studies in Education also participates in action research and writers' workshop collaboratively with the university.

The impressive qualifications and dedication of APU faculty, including one experienced library media teacher as an adjunct, place highly qualified library media teachers in schools across the state. End of program, follow up, and employer surveys determine the quality of APU library media teachers.

Structured field study experience, under the supervision of an experienced LMT assures equal involvement in critical areas of library service, but does not require candidates to complete field experience in different grade level schools, as deemed necessary for a P-12 credential.

Concerns: None noted

Health Services: School Nurse Credential

Findings on Standards:
The School of Nursing (SON), established in 1975, offers a Health Services School Nurse Credential (SNSC) Program. In response to candidate and community input, a Master's of Nursing with a specialty focus in School Nursing was designed and approved in 2006. Candidates can elect either a credential option only or complete the credential coursework as part of their pursuit of a graduate degree in nursing in one of the following master's degree pathways; the school nurse, the family nurse practitioner, and the pediatric nurse practitioner. After faculty, adjunct faculty, program director, candidates, administrator, graduates, and preceptors interviews and following the review of all documentation, the team determines that all standards are met.

Strengths:
The SNSC faculty is highly regarded by peers, graduates, employers, and candidates. The SNSC Director of the program is a highly respected credentialed School Nurse who holds an RN, MSN, and earned doctorate in Higher education. Though she is hired only part time, faculty, peers, graduates, employers, and candidates note her strong presence and program support. One faculty, who teaches foundational and field work courses, holds an RN and MS in Nursing and Special Education. In 2006, she was honored as the California School Nurse of the Year for her outstanding work in her school district, community and APU.

The program director and faculty are commended for developing a variety of pathways to meet the needs of the school nurse credential candidates and the community. The change was made based on faculty, APU school nurse preceptors, other school nurse leaders, professionals, and student feedback**.**

The SNSC classes are practical, dealing with real issues. Faculty plans to include on-line portions of curriculum content to increase student interaction in the area of school health and special education law.

Preceptors (field supervisors) volunteer their time to supervise the School Nurse Candidates as a professional obligation and privilege

The flexibility and creativity in placement and advising assists candidates to meet credential and personal professional development goals through individualized plans. Candidates and graduates express appreciation for the quality of professional and personal advisement provided. Those interviewed express appreciation for the knowledge, accessibility, warmth, and care provided to them by the program director and school of nursing. The admission process and system is easy to access and is a "good experience."

The professional diversity of skill and competency on entry of nursing and health care that candidates bring to the program creates enhanced learning among candidates. Candidates, often very seasoned professional nurses, express appreciation for the availability of self-determined learning opportunities. Small class size permits a high-level of candidate interaction with exchange of diverse experience and expertise with each other. The candidates themselves are resources to one another.

Concerns: None noted

Professional Comments

Library Media Teacher
Consideration could be given to moving the one-week institute to the beginning of the program or holding one at the beginning and another at the end of the program. This would allow candidates to acquire the skills needed to use online and digital technologies, the ability to fully understand the assignments, and a chance to meet and form a bond with classmates. An expanded advisory committee should be developed to include the local school district, county office of education, administrators, teachers, and/or parents.
Consider combining the two 3-unit literature courses making it possible to offer a three-unit technology course without an increase in units.

Recognizing the challenge of providing library media teacher mentors for all P-12 grade level field study experiences, the team suggests that the program consider allowing, under the direction of faculty or program director, candidates to develop a collaborative unit with a classroom teacher housed at a feeder school. This could be expanded to include the development of a library enhancement plan for that school.

Education Specialist—Mild/Moderate
The Department has experienced recent growth in student enrollment and is working to meet the demand for more classes and extra sections. As a result, the current faculty has experienced some overages in their workloads. The Department has expressed concern that if this overage is allowed to continue, it might possibly have a negative impact on their program.

Education Administration
The members of the Department of Educational Leadership, supported by the adjunct faculty and administrators in local districts, continue to dialogue to refine the new program, and the alignment of the following Preliminary Administrative Services Credential program elements for all administration candidates: signature assignments, orientation components and assessment rubrics used with TaskStream, and the case study capstone research project.

The Department of Educational Leadership should explore ways to streamline the Professional Administrative Services Credential Program in an effort to serve additional students and expand offerings to the regional centers.

The Department of Educational Leadership and the Department of Doctoral Studies in Education should collaborate on ways to integrate the Professional Administrative Services Credential for qualified candidates into the doctoral program.

Multiple and Single Subject Credentials
Given the rapid growth, the support and personal relationship at the foundation of the APU program should be maintained in order to provide the quality program the educational community has come to expect. One way to help insure this would be to hire additional faculty and staff commensurate with student growth.

School Nurse
The School of Nursing and the School of Education and Behavioral Studies are encouraged to continue and extend the collaboration to go beyond the establishment of education courses to meet the standards for the SNSC programs. However, there are many opportunities to enhance this communication between these schools so that an ongoing exchange of ideas, resources, and roles can enhance the development and understanding of credential candidates who are (or will be) working together in school settings.

SNSC faculty is encouraged to further the idea for a school nurse advisory board to include representatives of candidates, graduates, preceptors (field supervisors), and other school credentialed professionals interfacing with school nurses such as school counselor or special education specialist.