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

May 2009
Overview of this Report

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

Common (NCATE Unit) Standards and Program Standard Decisions
For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Candidate Knowledge, Skills, and Professional Dispositions	X		
2) Assessment System and Unit Evaluation	X		
3) Field Experiences and Clinical Practice	X		
4) Diversity	X		
5) Faculty Qualifications, Performance, and Development	X		
6) Unit Governance and Resources	X		
CTC Common Standard 1.1 Credential Recommendation Process	X		
CTC Common Standard 6: Advice and Assistance	X		

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship Multiple Subject w/BCLAD	21	21		
Single Subject, with Internship	21	21		
Education Specialist: MM Level I	17	17		
Education Specialist: MM Level II	12	12		
Education Specialist: MS Level I	19	19		
Education Specialist: MS Level II	11	11		
Education Specialist: Early Childhood Level I	14	14		

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Education Specialist: Early Childhood Level II	3	3		
Reading Certificate and Reading Language Arts Specialist	20	20		
Adapted Physical Education	32	32		
Designated Subjects: Adult Education and Career Technical Education	19	18	1	
Preliminary Administrative Services	15	15		
Professional Administrative Services	9	9		
Pupil Personnel Counseling: School Counseling	32	32		
Pupil Personnel: School Psychology w/Intern	27	27		
Health Services: School Nurse*	9			

The School Nurse program completed a formative review during this site visit. The attached report describes the areas where the program documentation needs to be revised to complete the review process.

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:
- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **CSU San Bernardino**

Dates of Visit: **May 2-6, 2009**

Accreditation Team
Recommendation: **Accreditation**

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

Common Standards
The decision of the team regarding the six NCATE standards is that all standards are met. The decision of the team regarding the parts of California's two Common Standards that are required of NCATE accredited institutions is that both standards are met.

Program Standards
All program standards were found to be fully met by the team except for one program standard in the Designated Subjects programs--Program Standard 1: Program Design, Rationale and Coordination. This standard was found to be Met with Concerns.

(1)   Overall Recommendation
Therefore the overall recommendation of the team is **Accreditation**.

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

Initial/Teaching Credentials	**Advanced/Service Credentials**
Multiple Subject	Administrative Services
Multiple Subject	Preliminary including Internship
Multiple Subject Internships	Professional
Multiple Subject BCLAD (Spanish)	
Single Subject	Reading and Language Arts Specialist Credential
Single Subject	Reading Certificate

Initial/Teaching Credentials	Advanced/Service Credentials
Single Subject Internships	

Education Specialist Credentials	Education Specialist Credentials
Preliminary Level I	Professional Level II
Mild/Moderate Disabilities, including Internship	Mild/Moderate Disabilities
Moderate/Severe Disabilities, including Internship	Moderate/Severe Disabilities
	Early Childhood
Early Childhood, including Internship	Adapted Physical Education

Designated Subjects	Pupil Personnel Services
Adult Education	School Counseling including Internship
Career Technical Education	School Psychology including Internship
	Health Services: School Nurse

(2) Staff recommends that:

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

Accreditation Team

Joint NCATE-CTC Accreditation Team

NCATE Team Leader/Co-Chair	**Yi-Ping Huang** University of Maryland, Baltimore
California Co-Chair:	**Joel Colbert** Chapman University
NCATE/Common Standards Cluster:	**Richard Hanzelka** St. Ambrose University
	Neil Nordquist Minot State University
	Jill Matarrese Carrol College, Wyoming
	Roberta Dorr Trinity College, Washington DC
	Cathy Buell San Jose State University

Joint NCATE-CTC Accreditation Team

	Starla Wierman Winters Joint Unified School District
Basic/Teaching Programs Cluster:	**Chris Hopper,** Cluster Leader Humboldt State University
	Kathleen Doty Davis Joint Unified School District
	Bonnie Crawford CSU Northridge
	Sonja Lopez University of La Verne
	Nina Potter San Diego State University
	Judy Mantle University of San Diego
	Jane Duckett National University
	Caron Mellblom-Nishioka CSU Dominguez Hills
	Susie Johnson San Diego County Office of Education
Advanced/Services Credential Programs	**Ruben Ingram** Association of California School Administrators
	Carol Ann Gittens Santa Clara University
	Susan Eldred National University
	Christy Reinold Lodi Unified School District, retired
	Cathy Owens Murietta Unified School District
Staff to the Accreditation Team	**Teri Clark**, Administrator **Rebecca Parker**, Consultant

Documents Reviewed

Institutional Self Study

Course Syllabi and Guides

Candidate Files

Program Handbooks

Follow-up Survey Results

Needs Analysis Results

University Catalog

Meeting Agendas and Minutes

Field Experience Notebooks

Schedule of Classes

Advisement Documents

Faculty Vitae

College Annual Reports

College Budget Plan

Website

Program Evaluations

Interviews Conducted

	Team Leader	NCATE/ Common Standards	Basic/ Teaching Cluster	Advanced/ Services Cluster	TOTAL
Program Faculty	6	11	88	38	143
Institutional Administration	8	4	20	13	45
Candidates	0	32	160	130	322
Graduates/Completers	0	12	93	29	134
Administrators	0	13	38	15	66
Supervising Practitioners	0	3	56	10	69
Advisors	5	4	38	16	63
Steering Committee	2	0	41	8	51
Credential Analysts	0	2	13	8	23
Program Staff/Administration	0	4	59	29	92
				TOTAL	1008

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles.

NCATE STANDARDS/CTC COMMON STANDARDS

I. INTRODUCTION

California State University, San Bernardino (CSUSB) is one of 23 campuses in the California State University System (CSU). Serving inland Southern California, the public comprehensive institution was chartered in 1960 by the California Legislature and opened to students in 1965. Currently, CSUSB offers more than 70 traditional degree programs and a variety of education credential and certificate programs to over 17,000 students, and employs more than 2,000 faculty and staff (College Portrait, 2008-2009). With the mission of enhancing the intellectual, cultural and personal development of its students, CSUSB has worked collaboratively with local community and educational agencies in providing professional, occupational, and traditional academic programs and support services that meet the unique geographic and multicultural needs of the region and beyond.

The College of Education is recognized as the education unit at CSUSB, and houses four academic departments: Educational Leadership and Curriculum, Educational Psychology and Counseling, Language, Literacy and Culture, and Science, Mathematics and Technology. Among the current total enrollment of 1,888 candidates, 45% are enrolled in initial preparation programs, 33% are enrolled in advanced programs, and 22% are enrolled in programs for other education professionals. Tables 2 and 3 in the Institutional Report (IR) present summary information about the programs, award level, enrollment, and current status of state approval and national recognition through NCATE.

The joint site visit was conducted following the California State and NCATE Protocol, with two teams working collaboratively. The State team consists of 15 state members. The NCATE/State team consists of five BOE members and two state members, sharing equal roles and responsibilities in all functions of the review. The State Team Report was produced by the State team, following the California Commission on Teacher Credentialing (CCTC) guidelines. The BOE report was produced by the NCATE/State team based on recommendations made collectively for each of the standards. The two state consultants, though not voting members, provided insights on state specific requirements and processes. There were no deviations from the protocol, and no unusual circumstances that affected the site visit.

In addition to programs offered at the CSUSB main campus, a collection of Teaching Credential Programs and M.A. programs in Education are offered at the Palm Desert Campus. Educational Administration Programs are offered off-campus at Hemet, Lake Elsinore, Ontario-West End of San Bernardino County school district facilities, and at the Palm Desert Campus. Interviews conducted at the Palm Desert Campus and review of exhibits confirmed that candidate performance and program quality are consistent with those offered at the main campus. With regards to distance learning, several programs are offered through blended deliveries using distance learning and other technologies. There are, however, no programs offered exclusively online.

II. CONCEPTUAL FRAMEWORK

The unit's mission states its commitment to "prepare education and human service professionals for lives of leadership, service, and continual growth through the development of curriculum and

programs that transform individuals and the community." Fulfillment of this mission is supported by the unit's conceptual framework (CF) guided by a set of core beliefs that lead to the development and support of *wise, reflective teachers and other education professionals*." The five characteristics of the wise professional educator are: (1) Possesses rich subject matter knowledge; (2) Applies sound judgment to professional practice and conduct; (3) Applies a practical knowledge of context; (4) Respects multiple viewpoints; and (5) Reflects on professional practices and follows up with appropriate action. These characteristics and expected proficiencies are aligned with state, national and professional standards, and are used for the development of program-specific outcomes and assessments.

Candidates' knowledge, skills and professional dispositions are developed and assessed through a sequence of experiences involving course-embedded and field-based activities in which they have opportunities to develop, reflect and refine expected competencies. Applicable, state-specific tests, such as the Teacher Performance Assessments (TPAs), are used to access candidates' proficiencies. Outcome data are gathered through key assessments, which may include assessment of writing proficiency, proficiency in oral English, GPA requirements, field and clinical experiences, comprehensive exam and thesis/project, College of Education Candidate Survey and MA Core Sequence Survey, and Assessment of Dispositions. When needed, remedial actions are taken by the faculty, program leaders and/or unit administrators to help ensure that candidates develop appropriate competencies and meet unit standards. Outcomes data are summarized in Annual Program Reports, Department Reports and Unit Assessment Reports for continual improvement.

The current conceptual framework reflects editorial revisions based upon suggestions made by external advisory committee members, candidates and faculty in 2004-2005. With additional support from the unit's NCATE leadership team, the unit's mission statement was re-articulated to address more directly the institutional standards as presented in its conceptual framework. The unit has also been engaged in a collection of professional development activities related to the conceptual framework, including the Annual Symposium Series titled "Wisdom in Education," several editions of an E-journal, and retreats titled "Wisdom Talks."

The conceptual framework is presented in the unit documents, including course syllabi, various assessment instruments, websites and other venues that are available to the public and candidates. Interviews with faculty and candidates confirmed that the five tenets and their guiding principles are included in both course activities and internship experiences for initial and advanced credential programs. Advanced M.A. programs are at different stages of documenting and assessing proficiencies and dispositions articulated in the conceptual framework.

Table 1 – Revised
Program Review Status

Program Name	Program Level	Number of program completers (2007-08)[a]	Number of Candidates Enrolled or Admitted (2008-09)
Multiple Subject and BCLAD	Initial	276	276
Single Subject	Initial	144	278
Education Specialist-M/M, M/S, and ECSE	Initial	194	259
Adapted Physical Education	Initial	3	9
Reading Certificate and Specialist Credential	Advanced	12	9[b]
Designated Subjects: AE and CTE	Initial	34	50
PPS-School Counseling	Advanced	38	14[c]
PPS-School Psychology	Advanced	20	37
Administrative Services: Preliminary & Professional	Advanced	93	13[d]
Health Services-School Nurse	Advanced	11	4

Notes:

[a] The numbers have been revised to reflect a complete academic year (Sept – Aug); the prior numbers were from Sept to June only.

[b] The Reading program is associated with an MA degree. As per CSU policy, candidates who are simultaneously doing an MA and a credential/certificate are coded as degree degree. The number in the table indicates the number of candidates seeking only a credential. The number of Reading MA candidates for this time period = 78.

[c] The PPS-School Counseling program is associated with an MA degree. As per CSU policy, candidates who are simultaneously doing an MA and a credential/certificate are coded as degree candidates. The number in the table indicates the number of candidates seeking only a credential. The number of PPS-School Counseling MA students for this time period = 112.

[d] The Administrative services program is associated with an MA degree. As per CSU policy, candidates who are simultaneously doing an MA and a credential/certificate are coded as degree candidates. The number in the table indicates the number of candidates seeking only a credential. The number of Administrative Services MA students for this time period = 227.

III. STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Professional Dispositions

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

Information reported in the institutional report for Standard 1 was validated in the exhibits and interviews.

x   Yes   ☐   No

Element	Unacceptable	Acceptable	Target
1a. Content Knowledge for Teacher Candidates – Initial Teacher Preparation		x	
1a. Content Knowledge for Teacher Candidates – Advanced Teacher Preparation		x	

Summary of Findings for Initial Teacher Preparation:
Initial licensure is provided primarily through Post Baccalaureate programs for Single Subject (SS), Multiple Subject (MS), and Education Specialist (ES). SS programs are comparable to secondary or k-12 programs, MS programs are generally comparable to Elementary Education programs, and ES programs are Special Education programs. These credential programs have an admission requirement that ensures content knowledge. Candidates must have a degree in a subject area or in the case of MS programs hold a liberal studies degree. Candidates must also successfully complete a state exam in their subject area. Data indicate that all credential programs have a 100 percent pass rate on tests of content knowledge simply because it is a requirement to be admitted to the program.

Summary of Findings for Advanced Teacher Preparation:
The advanced programs for teachers listed below do not lead to licensure or a credential: Correctional and Alternative Education, MA in Teaching Mathematics, and Career and Technical. MA in Education, Bilingual/Cross Cultural; MA in Education, Curriculum and Instruction; MA in Education, Holistic and Integrative; MA in Education, Instructional Technology; MA in Education, Kinesiology; MA in Education, TESOL; MA in Education, Science; MA in Education, Special Education; MA in Education, Special Education; Educational Doctorate, Educational Leadership.

While these programs do not lead to a credential or licensure they do provide an opportunity for a wide variety of educational coursework of interest to teaching professionals. For some of these unique programs the application of the assessment system is not as complete as it is in the credential programs. Data collection is limited and while measures are in place they are often subjective and do not lead to quantifiable aggregated data for use in their assessment reports. Candidate's understanding of the respective program standards is represented by class projects and presentations, in open poster sessions sponsored by the university, and in assigned field experiences. Several of the candidates have been able to publish articles and also made presentations at local, regional, and national conferences. Candidates either complete a comprehensive exam or write a thesis as an exit requirement from their program but often the program does not aggregate these data.

Data from surveys by the state and the unit indicate candidate and employer satisfaction with the education graduates of the program have received.

Element	Unacceptable	Acceptable	Target
1b. Pedagogical Content Knowledge for Teachers – Initial Teacher Preparation		x	
1b. Pedagogical Content Knowledge for Teachers – Advanced Teacher Preparation		x	

Summary of Findings for Initial Teacher Preparation:
The California Standards for the Teaching Profession are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards and 13 performance expectations are:
California Teaching Performance Expectations
A. Making Subject Matter Comprehensible to Students
      TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
B. Assessing Student Learning
      TPE 2 – Monitoring Student Learning During Instruction
      TPE 3 – Interpretation and Use of Assessments
C. Engaging and Supporting Students in Learning
      TPE 4 – Making Content Accessible
      TPE 5 – Student Engagement
      TPE 6 Developmentally Appropriate Teaching Practices
      TPE 7 – Teaching English Learners
D. Planning Instruction and Designing Learning Experiences for Students
      TPE 8 – Learning about Students
      TPE 9 – Instructional Planning
E. Creating and Maintaining Effective Environments for Student Learning
      TPE 10 – Instructional Time
      TPE 11 – Social Environment
F. Developing as a Professional Educator
      TPE 12 – Professional, Legal, and Ethical Obligations
      TPE 13 – Professional Growth

Candidates in the credential programs focus on the 13 Professional Teaching Expectations through their coursework in the program. In order to complete their credential they are required to pass the Professional Teaching Assessment established by the state. This is a four-part assessment administered as the candidates progress through the program. Data found in the IR and in the program assessment reports support this observation. The State accreditation team also recommended a "Met" for the program as it prepares prospective candidates for the teaching credentials.

Summary of Findings for Advanced Teacher Preparation:
This standard calls for advanced candidates to demonstrate in-depth understanding of pedagogy & learning. Candidates in these advanced programs do not necessarily focus directly on pedagogy and learning in their Masters program and thus demonstrations of this understanding are tangential to some of the programs. Much introspection and reflection is required in these programs and these activities may result in improved understanding of pedagogy and learning but actual data of such were not provided.

1c. Pedagogical and Professional Knowledge and Skills for Teachers – Initial Teacher Preparation		x	
1c. Pedagogical and Professional Knowledge and Skills for Teachers – Advanced Teacher Preparation		x	

Summary of Findings for Initial Teacher Preparation:
As stated in standard 1b the candidates in the credential programs are required to learn the 13 Teaching Performance Expectations and must complete a state mandated assessment (Teaching Performance Assessment) that demonstrates their knowledge and skills as a teacher. The state of California administers the Teacher Performance Assessment and CSUSB candidates take coursework that prepares them for this assessment. All credential programs at CSUSB met the standards required by the state. All SS, MS, and ES programs have 100 percent pass rates on this aspect of the standard as it is a requirement of program completion. Data in the IR and the exhibits provided evidence as well as the state team's recommendation of a "Met" for the units efforts to teach these standards.

Summary of Findings for Advanced Teacher Preparation:
All MA in Education candidates must complete a three course core; consisting of professional writing, foundations of education including the study of current and historical educational issues, and an introduction to research course. With this common core candidates are required to demonstrate their understanding of issues relative to education and how to approach such issues as a professional. They are also required to conduct research projects that require them to conduct field research relative to their particular focus. These courses were designed by faculty to improve candidate performance in research skills. While the faculty provides anecdotal data on the success of their students they also present quantifiable data on professional and pedagogical in the annual report of the MA Core. Little evidence was found in the other parts of the MA program that directly relates to pedagogical knowledge and skills.
The Ed D program in Educational Leadership is brand new and also focuses on improving leadership skills and the ability to conduct research that will help candidates solve leadership issues. This new program requires a dissertation that faculty expressly hopes will improve their professional skills and contribute to the literature in educational leadership. The program has yet to graduate its first cohort and thus has no data to demonstrate their success in meeting these objectives although their assessment plan is set up to provide those data.

1d. Student Learning for Teachers – Initial Teacher Preparation		**x**	
1d. Student Learning for Teachers – Advanced Teacher Preparation		**x**	

Summary of Findings for Initial Teacher Preparation:
The credential programs of CSUSB meet the California State Standards through the TPA and the state accreditation team indicated that CSUSB credential programs met state standards during our joint visit. Data collected from the TPA indicate a 100 percent pass rate in terms of meeting a basic requirement for evidence that candidates are able to show their impact on student learning resulting from their efforts. Using the TPA also provides evidence of candidate abilities to work with a diversity of learners.

Summary of Findings for Advanced Teacher Preparation:
The MA in Education Core identifies four objectives related to concepts and theories on student learning and also lists many assessment activities/assignments that could measure candidate success in the area of student learning. Aggregated data were found to support the success or lack of success of candidates in the annual report from the MA Core.

1e. Professional Knowledge for Other School Professionals		x	

Summary of Findings:

Programs in this area include: the MA in Education in Reading/Language Arts, the MA in Education in Special Education (three areas of focus), the MA in Education in Educational Administration, the MA in Education in Counseling and Guidance, graduate programs in School Psychology and other graduate credential programs are accredited by the State of California and were reviewed during the joint visit. These programs were all granted a "Met" by the team from the state as they examined the programs adherence to state standards.

Reports from the programs listed above provided data through a variety of assessments that candidates met this standard. Each program provided a chart of courses and/or assessments that addressed each standard. The variety of assessments included portfolios, field work reports by supervisory personnel, standardized tests with national norms, comprehensive exams, thesis/project reports, course projects/assignments with scoring rubrics, internships, self assessment surveys, exit surveys, and employee surveys. Where licensure exams were used they had a pass rate of 89 percent.

These data were compiled into annual reports and shared with department chairs and with the Dean's council. The data provided multiple measures at key transition points for the program standards. The standards for the other school professional programs also aligned with appropriate national and state standards.

1f. Student Learning for Other School Professionals		x	

Summary of Findings:

Programs in this area include: the MA in Education in Reading/Language Arts, the MA in Education in Special Education (three areas of focus), the MA in Education in Educational Administration, the MA in Education in Counseling and Guidance, graduate programs in School Psychology and other graduate credential programs are accredited by the State of California and were reviewed during the joint visit. These programs were all granted a "Met" by the team from the state in their review of state standards related to this element.

As indicated in the previous section program standards were measured in a variety of ways. The measures relate to the candidates abilities including areas such as those that follow; a) candidates create positive learning environments b) they build on students' developmental levels c) they understand student, family, & community diversity, and d) they understand the policy context in which they work. Data in the exhibits and reports support their success in promoting students learning.

1g. Professional Dispositions		x	

Summary of Findings:

Initial programs

The unit has developed a set of dispositions that is derived from their conceptual framework

about qualities of a wise teacher and it has developed a scoring rubric to be used regularly in assessing candidates. While data for all candidates have not yet been collected, the mechanism is in place. The data collected support the unit's efforts to graduate candidates with appropriate dispositions.

Professional dispositions are also part of the standards for the state teacher performance expectations and the state team found the dispositions area met for credential programs. The data collected support the unit's efforts to graduate candidates with appropriate dispositions.

Advanced Teacher Preparation
The unit has recently defined dispositions related to their Conceptual Framework and also developed a rubric to assess candidate success in acquiring these dispositions. Evidence that this set of dispositions and accompanying rubric is fully implemented by every program in the advanced program area was not found. Some programs indicated that they have not as yet fully implemented the dispositions as a part of their program.

Other School Professionals
All other school professionals in the unit were reviewed by the state team and during the joint visit were recommended as "Met" including standards related to dispositions. The unit's use of a scoring rubric for dispositions is found in all of the credential programs for other school professionals. Data collection is new and not all candidates have been assessed but initial data support the unit's success in developing appropriate dispositions within their candidates.

Summary of the Standard:
Programs leading to state credentials were reviewed by the state accreditation team and they have recommended a "Met" for all credential programs and this recommendation is supported by the team. The only programs not reviewed by the state were the Master of Arts in Education programs and though they did not have as strong a set of data to indicate the success of their programs, it also merits a recommendation on this standard of "Met."Overall the unit merits a recommendation of "Met" on this standard.

Summary of Strengths:
N/A

Areas for Improvement and Rationales:

AFI from last visit: Corrected (ITP and ADV)
1. The conceptual framework is not clearly aligned or infused throughout some programs.
Rationale: Interviews and reviewed of program documents such as course syllabi, signature assignments and dispositions assessment confirmed that conceptual framework has been aligned with state and national standards, and presented in curriculum and assessments within the unit.

AFI from last visit: Continued (ITP and ADV)
2.   Not all candidates can articulate the conceptual framework.

Rationale: Interviews conducted by the various BOE members collectively suggested that candidates, graduates and some faculty struggled to articulate the proficiencies and dispositions as stated in the conceptual framework.

New AFI (ADV)
3. Non-credential master's programs are at different stages of documenting, assessing and summarizing proficiencies and dispositions articulated in the conceptual framework.
Rationale: The unit has developed unit-wide assessments on proficiencies and dispositions as stated in the conceptual framework. However, limit aggregated and summarized data from non-credential master's programs were provided.

Corrections to the Institutional Report: N/A

NCATE Team Recommendation: Met

State Team Decision: Met

STANDARD 2. Assessment System and Unit Evaluation

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

Information reported in the institutional report for Standard 2 was validated in the exhibits and interviews.

<div align="center">

X   Yes   ☐   No

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Element	Unacceptable	Acceptable	Target
2a. Assessment System – Initial Teacher Preparation		x	
2a. Assessment System – Advanced Preparation		x	
Initial Programs The five candidate outcomes outlined in the conceptual framework are reflected in the assessment system in all programs as evidenced by syllabi, alignment charts, posters and logos displayed reinforce its tenets. The assessment system includes an integrated set of evaluation measures that are used to monitor candidate performance and manage and improve unit operations and programs. The unit's assessment system has been developed and refined since the last accreditation visit through participation in the Program Leaders' Committee, Cabinet, the Unit Assessment Committee and the Division of Teacher Education Executive Committee and unit faculty. The Unit Assessment report serves as the vehicle to document the results of the prior year's outcomes – in candidate performance, program operation and unit operations. Programs conduct a yearly			

review of candidate performance data, dispositions surveys, candidate surveys, alumni surveys, employer surveys, and advisory group feedback, which is then summarized in an Annual Program Report. Documents and interviews with faculty and program chairs provided evidence of regular evaluation by the professional community of faculty and stakeholders. The annual two-day Dean's Cabinet retreat consisting of associate deans, department chairs and faculty representatives and unit's assessment coordinator review Annual Reports and make recommendations. Recommendations are then shared with faculty so program decisions can be made about programs, candidates, and unit operations. The assessment system is based on professional, state, and institutional standards and all programs are guided by the tenets of the conceptual framework which align with program state and/or national standards.

The Office of Curriculum and Archives in conjunction with the Office of Assessment and Research maintain program and unit databases of candidate evaluation, dispositions, and unit surveys and report results. Evidence from interviews and documents confirm that evaluation measures assess performance data and unit operation through a series of multiple assessments that are charted by program at transition points and courses where the assessment resides. The unit works to eliminates bias and tests for fairness, accuracy, and consistency through training for faculty in the procedures for the scoring of the Teacher Performance Assessments (TPA). The TPA is a series of four teacher performance assessments completed during interval times during the teacher candidates' initial preparation. Scoring of the TPA is conducted by trained teacher education faculty at the university who score each candidate's performance data in a blind evaluation format. This helps to ensure that all candidates receive a fair evaluation. Data from this evaluation are disaggregated and reported by Teacher Performance Expectations (TPEs) of which there are 13 along with some additional topics. This is the first year that the State of California has required the TPA, however the teacher education unit has been piloting it for over four years. Programs also have procedures in place to assure that assessment of candidate performance within clinical practice is fair and accurate. Supervisors and field site support people are oriented to the clinical experience and assessment procedures and tools. An online university supervisor training module has been developed so that the evaluation of teacher performance in the classroom can be completed more accurately.

Advanced Programs and Other School Personnel
The five candidate outcomes outlined in the conceptual framework are reflected in the assessment system in all programs including the advance programs: Advanced Credential Masters, the non-credential Masters, Other School Personnel and the Educational Leadership Doctorate (Ed.D.). The Advanced Programs, much like the Initial Programs have an integrated set of evaluation measures that are used to monitor candidate performance and manage and improve unit operations and programs. Like the Initial Programs the Advanced Programs have designated a set of evaluation measures that are used to monitor candidate performance and manage and improve unit operations and programs. Advanced Programs go through the Annual Report process and participate in the Dean's Cabinet Retreat in the same way that the Initial Program functions. Candidates in the Masters Advanced Programs all participate in the MA Core, a series of three courses that prepare candidate for their graduate program. An MA core survey is completed by all candidates during one of these courses, additionally; most of the masters program have or are planning to have a comprehensive examination, major project, or thesis/dissertation completed by all students. Coupled with the disposition survey which is being

integrated into all programs and the exit survey advanced program assessment system collects data using the same process that the initial program use. The Advanced Programs have established procedures for proctoring and scoring comprehensive examinations. All candidates who are ready to take the comprehensive exam each quarter report to the same area for the exam. Final projects, thesis or dissertations are read by a minimum of two readers to ensure that there is no bias and that fairness is maintained.

2b. Data Collection, Analysis, & Evaluation– Initial Teacher Preparation		**x**	
2b. Data Collection, Analysis, & Evaluation– Initial Teacher Preparation – Advanced Preparation		**x**	

Summary of Findings:

Initial Programs
The Assessment System for the School of Education is maintained by two offices; the Office of Curriculum and Archives and the Office of Assessment and Research. The Office of Curriculum and Archives (OCA) is responsible for the collection of electronic syllabi, reports, vitae, curriculum changes, committee summaries, and accreditation evidence. The unit's documents including the Conceptual Framework and its history, curriculum changes, and communications from accrediting bodies are housed in the office. The office provides clerical support for the Unit Assessment Report, Biennial Reports to the state, accreditation documents, the Executive Unit Assessment Committee, the Curriculum Committee, and the Program Leaders' Group. It also has responsibility for follow up calls to employers and graduates completing the CSU Follow-up Survey, resulting in one of the highest response rates in the CSU. Finally, this office posts documents on the web for communication and accreditation purposes. Candidate assessment data are systematically collected, compiled, aggregated, summarized and analyzed.

The Office of Assessment and Research (OAR) processes and houses admissions and exit surveys as well as the unit data bases of candidate evaluation and unit surveys. Recently this office assumed responsibility for the TPA data from teacher education. Results from counseling students who have taken the national counseling exam (CPCE) are sent to this office and then distributed appropriately. The unit is in the process of implementing a new Candidate Management Database that will follow candidates' performance as well as program and unit data that will be easily accessed by faculty and staff. The Director of Assessment and Research and her staff (80%-time AAS support, two graduate assistants and part-time clerical help) are critical to the logistics of unit-wide assessments. This office acts as a funnel in which data are generated or collected and then are transformed into graphs, tables, and reports that make sense of the great amount of data the unit and its programs have available. As stated earlier, data on dispositions, clinical practice, and TPAs come into this office for analysis and reporting by program and in the aggregate when appropriate. The Unit's Current Student Survey is generated, analyzed, & reported from this office. The office takes in survey data from the university and system (CSU Follow-Up Survey, CSU Exit Survey, CSUSB Alumni Survey) and generates tables and reports for program and unit use. The office also monitors admission GPA, GPA of certain courses, and program completion numbers. Candidate assessment data are disaggregated for credential and non-credential programs, off-campus programs, and Advanced Programs. In some cases data are

requested in charts and graphs as well.

The unit maintains records of formal complaints; resolutions are documented. The University has procedures in place to facilitate candidates' filing of formal complaints. The Student Non-academic Grievance Policy (http://policies.csusb.edu/studgriev.htm) responds to candidate concerns regarding injustice caused by practices of the university. The Procedure for Discrimination Complaint (http://policies.csusb.edu/discrcompl.htm) allows candidates to file formal complaints about alleged discrimination by a faculty or staff member. Academic Grievance Procedures (http://academic-affairs.csusb.edu/progs/grade_policy/) allow students to file formal complaints regarding evaluation by faculty, admissions, dishonesty issues, suspension, probation, and dismissal. All of these procedures are linked to the University website. Program faculty are responsible for ensuring student know these procedures are available. Candidates pursuing grievances start the process within the Dean's Office, which monitors annual grievances (Candidate Grievances 00-08). Data are regularly compiled, summarized, and analyzed. Each year, progress on past goals is noted in the Annual Unit Assessment Report along with any newly developed goals. Responsibility for this resides with the associate deans. The data management systems are maintained using information technology and several databases. As mentioned before the new Candidate Management System (CMS) will allow all data to be housed in one system and provide ready access to faculty and staff.
Advanced Programs
The advanced program assessment system operates in the same way as the initials programs with the exception of the non credentialed masters programs where the unit assessment system is in different stages of development and implementation resulting in inconsistency in data processing interpretation and decisions for program improvement. The absence of systemic performance based summary data at the non credentialed masters level due primarily to differences in system implementation limits the potential impact of data driven changes among non credentials masters programs.

2c. Use of Data for Program Improvement – Initial Teacher Preparation		x	
2c. Use of Data for Program Improvement – Advanced Preparation		x	

Summary of Findings:
The unit has an assessment system that collects and analyzes data. The data are used to improve candidate performance, programs and unit operations. Data-driven improvements are listed on a summary chart with a description of the action taken. Data are regularly and systematically used to evaluate courses, programs, and clinical experiences. For example the TPA data from teacher credential programs suggests that teacher candidates from both campus and off campus do not appear to differ significantly in performance demonstration on the TPA. Unit initiates changes based on data. One specific example discussed by faculty was a particular result on the TPA that indicated that teacher candidates were not as well prepared to meet the needs of English Language Learners or Special Needs students at the same level that they performed other tasks. To address this issue changes were made to courses in the programs to ensure that teacher candidates received specific training that dealt with this issue. Through the annual reports data and program information are shared with the faculty. These reports are also available electronically. Assessment data are shared with advisory groups including a Unit wide Student Advisory Groups and input is solicited.

Summary of the Standard:
The unit has an assessment system that collects and analyzes data. The data are used to improve candidate performance, programs and unit operations. In non-credential masters program system implementation is not complete.

Summary of Strengths:
N/A

Areas for Improvement and Rationales:

New AFI:
1. Inconsistency exist in data collection, analysis, and evaluation among the non credentialed masters programs.
Rationale:
The unit assessment system is in different stages of development and implementation resulting in inconsistency in data processing, interpretation and decisions for improvement.

2. Inconsistency exists in data reporting and utilizing data for improvement among non credential masters programs.
Rationale:
Absence of systemic performance based summary data at the non credential master level due primarily to differences in system implementation limits the potential impact of data driven changes among non credentialed masters programs

Corrections to the Institutional Report:

NCATE Team Recommendation: Met

State Team Decision: Met

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 professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Information reported in the institutional report for Standard 3 was validated in the exhibits and interviews.

<div align="center">

X   Yes   ☐   No

</div>

Element	Unacceptable	Acceptable	Target
3a. Collaboration between Unit & School Partners – Initial Teacher Preparation		x	
3a. Collaboration between Unit & School Partners – Advanced Preparation		x	

Summary of Findings:

The unit's geographical coverage area necessitates partnerships with a variety of constituencies to accommodate the candidates' needs. Those partnered include the county education offices of San Bernardino and Riverside, school districts where candidates are placed, as well as internal campus partnerships with the administration and the arts/science faculty. These partnerships are strengthened through advisory groups for specific programs, such as MA Program Advisory and Reading Advisory. Each of these advisory groups consists of members, both internal and external to the unit, representing the constituencies of the counties, district and the unit. Each of these groups has regularly scheduled meetings to discuss all facets of the programs including the field and clinical experiences as applicable. The districts participate in quarterly district liaison meetings which serve as an additional source of feedback for teacher education. A portion of this feedback deals with the potential placement of candidates in both field and student teaching situations. Larger districts utilize a school support position to place potential candidates, while in other districts, a principal or designated teacher fills that role. Once placed, the resident teacher collaborates with the university supervisor to provide appropriate feedback to further enhance the candidate's experience and expertise, as well as an assessment of the experience. Programs have established protocol for ensuring constant communication between the unit and the school based personnel, with programs requiring on-site visits four to six times each quarter. School principals verified that they were informed of all unit placements, and instructed in a process should an intern or a candidate experience a difficulty with the placement.

Further evidence of collaboration is evident with unit faculty supporting local schools through in-service presentations. As a result of this activity in one school, four resident teachers are now participating in a class at the university to differentiate instruction. Members of all of the represented collaborative groups identified through interviews that they felt that input from them was beneficial to the unit and pointed to things that had developed or changed as a result of their input such as the elimination of day classes to better accommodate candidate needs. The Literacy Center was a direct outgrowth of the perception of a community need and has continued to expand with no advertising, only through word-of-mouth., as an additional example of positive collaboration. Schools send children in need of literacy support to the Center where the candidates engage in both field and clinical experiences as they work with k-12 students

The advisory boards for the Advanced Programs as well as the other school professionals operate in the same way as the boards for the Initial Teacher Preparation as substantiated through interviews with those boards' members.

Element	Unacceptable	Acceptable	Target
3b. Design, Implementation, & Evaluation of Field Experiences & Clinical Practices – Initial Teacher Preparation		x	
3b. Design, Implementation, & Evaluation of Field			

Experiences & Clinical Practices – Advanced Preparation		x	

Summary of Findings:
Field experiences and clinical practice are a cornerstone in the initial and advanced credential programs. The unit's conceptual framework of developing wise professionals mandates that candidates both observe and apply learning in a field setting. Initial programs include several field–based experiences. Exploratory field experiences are pre-requisites for each program. Candidates must meet the entry requirement that has been established for their program to be eligible for formal clinical practice. MS and SS candidates must teach at least a portion of their experience in a classroom in which the ethnicity of a least 25 percent of the students is different from the candidate's, and in settings that include English Learners and students with special needs. The Supervision Office coordinates teacher education placements for clinical work with the districts. Each district has a field coordinator who collaborates with the Supervision Office Director and program directors in making appropriate field assignments. Field work in the Instructional Technology program has embedded course work that details outside projects. Some of the smaller programs are supervised by unit members only. When the need for supervisors exceeds the unit personnel, outside supervisors are hired by the university to fulfill that role. This additional supervisor pool consists of retired educators who possess the credential and/or have had experience with the area they are supervising.

New supervisors are trained prior to the first experience, while existing supervisors are offered opportunities for professional development related to candidate expectations and experiences each quarter. Candidates complete a review of the university supervisor at the end of the placement. This information is used when determining future assignments for the supervisor. Resident teachers are selected on the basis of certification, quality of instruction, and willingness to serve the profession. Many of the selected resident teachers received certification through the unit and are thoroughly familiar with the requirements of the program(s). MS, SE, and SS Directors and the Director of Supervision inform the district administrators of the requirements through the use of the Resident Teacher Brochure that details the specific requirements for this task. Selection is confirmed by the university after visiting the site. Placement quality is monitored by the university supervisors. Additional information is obtained by the use of the Resident Teacher Evaluation Form which is completed by the candidate and the supervisor. Future placement decisions are made after reviewing these evaluations. Interns serve in districts with a memorandum of understanding (MOU). The Supervision Office serves as support for this process. Field support teachers (coaches) are assigned with input from intern directors and staff. All parties acknowledge that the opportunity for internships has been reduced dramatically recently due to the shifting demographics of the unit's service area, as well as the current economic situation.

Advanced credential programs require additional field work with identified hours that are monitored through faculty and site supervision utilizing competency-aligned rating sheets. The advanced programs have a somewhat different system of placement for their clinical and/or field placements. Program coordinators, staff and department chairs are responsible for the coordinating these experiences. Although determined jointly, since most of the candidates work full-time, they are typically assigned to the same site where they are employed. All plans are individualized with the general expectations of the program stipulated in the Field Experience

Evaluation form, a document that outlines the expectation for the placement. Candidates desiring a certificate in an area not under their current placement will spend time in other classrooms or in a different setting such as the Literacy Center to complete the required hours for the clinical experience. Technology has been infused throughout the curriculum of all programs, largely through the use of a grant, Preparing Tomorrow's Teachers for Technology (PT3). The faculty was mentored in the use of technology enabling the infusion of technology into their lessons. The candidates have at least one assignment in each course that is technology based as observed in the syllabi. School district personnel report that the candidates are the ones who assist in the instruction of technology in the classroom they are assigned to, increasing the technological expertise of the resident teacher or coach. Advanced candidates utilize technology with assignments in data collection in programs where data is a key component such as Educational Administration, School Psychology, and School Counseling.

3c. Candidates' Development & Demonstration of Knowledge, Skills, & Professional Dispositions to Help All Students Learn – Initial Teacher Preparation		x	
3c. Candidates' Development & Demonstration of Knowledge, Skills, & Professional Dispositions to Help All Students Learn – Advanced Preparation		x	

Summary of Findings:
Candidates have multiple opportunities to demonstrate the acquisition of knowledge and skills during field placements and clinical practice. They are formally assessed by the site personnel, as well as the university supervisors. Completion of lesson plans as well as reflections enables a supervisor to utilize multiple methods of assessment that is delivered at predetermined checkpoints, affirming candidate strengths and/or weaknesses. The conceptual framework is present on clipboards given to the supervisors as a reference, with the rubrics for measuring field placements reflecting these same principles, continuing the threads of the framework that have been infused in each course through the use of a standardized course template. Candidates are assessed both formally and informally. Each formal observation produces a document that has been crafted by the observer. It is reflected upon by the candidate and discussed with both the supervisor and the resident teacher or the field support personnel. The student provides a formal reflection for the experience, and indicates personal areas of growth as a result of the experience

Candidates are assessed both formally and informally on a regular basis as determined by the certificate desired. Each formal observation produces a document that has been crafted by the observer. It is reflected upon by the candidate and discussed with both the supervisor and the resident teacher or the field support personnel. The student provides a formal reflection for the experience, and indicates personal areas of growth as a result of the experience.

Summary of the Standard:

The unit has provided a variety of field and clinical experiences for all certificates. The candidates are able to work with a diverse population, utilizing the principles of the conceptual framework, under the trained eyes of carefully selected professionals at the site and university

level. There is a process in place for evaluation of all elements of the experience, to ensure that quality is maintained. Whether the student is seeking an initial or advanced certificate, the training is solid, leading to a large number of graduates being placed in educational positions in the area. The unit has a large number of graduates who return and are willing give back to the system as resident teachers and field support personnel, as a testament to the longevity of the conceptual framework that develops a wise teacher.

Summary of Strengths:
N/A

Areas for Improvement and Rationales:
AFIs from last visit: Corrected

1. Some unit supervisors lack expertise in the content area(s) in which they are supervising. (ITP) (ADV)
Rationale: Documentation showing supervisor credentials and actual placements affirm that alignment is present.

Corrections to the Institutional Report: N/A

NCATE Team Recommendation: Met

State Team Decision: Met

STANDARD 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Information reported in the institutional report for Standard 4 was validated in the exhibits and interviews.

X Yes   ☐No

Element	Unacceptable	Acceptable	Target
4a. Design, Implementation, & Evaluation of Curriculum & Experiences – Initial Teacher Preparation		x	
4a. Design, Implementation, & Evaluation of Curriculum & Experiences – Advanced		x	

Preparation			
Summary of Findings: Initial Programs Candidates in the initial programs participate in specific activities and experiences that prepare them to work with diverse student populations. The unit articulates unit-wide and program-specific proficiencies related to diversity based on the CF. Interviews and documents confirm that coursework and field experiences in the initial programs provide the candidates with multiple opportunities to demonstrate understanding, sensitivity and abilities to adapt instruction based on the students' learning styles, culture, gender, linguistic and special needs. Strategies for communicating with students and their families are shared and discussed in various courses. Diversity proficiencies are embedded in coursework and assessed in culminating projects, portfolios, examinations, or teacher performance assessments (TPAs). TPAs include four distinct tasks: collection of personal and assessment data for students, instructional planning that demonstrates the candidate's ability to adapt instruction to meet student needs, analysis of student work, and reflections on the teaching experiences. Assignments and tasks completed by candidates indicate that lessons are developed and taught, allowing students to demonstrate their ability to plan appropriate instruction that connects curriculum with the students' past experiences and culture. Interviews of candidates reveal that they are encouraged to develop classroom climates that value the diversity of the students and incorporate multiple perspectives in the subject matter being taught. All initial programs prepare candidates to teach English learners within the context of the general or special education classroom, as well as specific strategies on how to modify instruction for students with exceptionalities. During the clinical practice in initial programs, observations and final evaluations are aligned to the proficiencies and feedback is provided by the supervisor and resident teacher. Initial program candidates receive feedback on assignments and observations that promote improvement in their knowledge and skills for helping diverse students learn. Advanced Programs Candidates in the advanced programs and programs for other professionals participate in coursework, discussions, and assignments that demonstrate the unit-wide and program-specific proficiencies developed by the unit based on the CF. Proficiencies are assessed in culminating experiences including comprehensive examinations and theses. Advanced candidates receive feedback on assignments and observations that promote improvement in their knowledge and skills for helping diverse students learn. Interviews and documentation indicate that the belief that all students can learn and a focus on adaptation of instruction or services based on individual student needs is emphasized in the advanced programs. The experiences vary depending on the context of the work including the classroom, counseling sessions, supervision by site administrators or other support services. Sensitivity to the culture and experiences of students and their families are considered as professionals in the advanced programs strive to understand the unique needs of the students.			
4b. Experiences Working with Diverse Faculty –		x	

Initial Teacher Preparation			
4b. Experiences Working with Diverse Faculty – Advanced Preparation		**x**	

Summary of Findings:

Initial Programs

Candidates in initial programs have the opportunity to interact with unit faculty, faculty from other units, and school faculty from at least two ethnic/racial groups. Data provided from the unit demonstrate that the percentage of male and female faculty as well as ethnicity mirrors the faculty demographics in the university as a whole. Female faculty members that work with initial program candidates are 52 percent of the unit faculty as compared to the university at large which has more men than women. The ethnic diversity of the unit faculty shows 73 percent White, non Hispanic and the remainder is representative of Hispanic, Black and Asian ethnic groups. Interviews and documents demonstrate that when openings exist, the unit, with the support of the university, actively recruit faculty from the larger educational community to provide a diverse group of qualified applicants. A survey to gather data about the demographics of the school-based faculty has been developed and distributed and results were provided. Faculty vitae and data collected by the unit indicate that faculty members with whom initial candidates work have knowledge and experiences related to preparing candidates to work with diverse student populations, including English learners and students with exceptionalities. Supervisors participate in professional development that prepares them to support candidates in the areas of differentiated instruction and successfully working with students that have special learning needs.

Advanced Programs

Candidates in advanced programs have the opportunity to interact with unit faculty, faculty from other units, and school faculty from at least two ethnic/racial groups. Demographic information provided by the unit indicates that the unit faculty that interacts with the advanced candidates is 51 percent male and 49 percent female. No distinct differences were noted between programs offered at the main campus and those that meet in other geographic locations. Documents and interviews of faculty, candidates and graduates indicate that faculty who prepare educators for leadership roles have appropriate professional experience in the relevant roles of the candidates. Interviews and documents indicate that the unit is involved in many recruitment efforts that will continue to provide a pool of qualified applicants that represent a range of ethnic groups, multiple perspectives and experiences.

4c. Experiences Working with Diverse Candidates – Initial Teacher Preparation		**x**	
4c. Experiences Working with Diverse Candidates – Advanced Preparation		**x**	

Summary of Findings:

Initial Programs

The demographics of the candidates in the initial programs are similar to the demographics represented by the student populations in the geographic areas served by the university. Table 9, which was cited as supporting evidence in the Institutional Report, indicates that the ethnicity of local student populations are 49 percent Caucasian, 39 percent Hispanic, 7 percent Black, 4.5 percent Asian/Pacific Islander and .5 percent Native American or Alaskan Native is similar to

the demographics of the current candidate groups in the initial programs. There are approximately two times as many female candidates as males which is similar to the university student population. (65.02 percent female / 34.98 percent male) Candidates from diverse groups have the opportunities to work together on assignments, projects and committees as discussed in interviews and through examination of evidence provided by the unit. With the recent hire of three recruiters/advisors, the unit continues to increase or maintain a pool of candidates, both male and female, from diverse socio-economic and ethnic/racial groups. Recruitment efforts include outreach to local high schools and community colleges, attendance at career and job fairs, visits to undergraduate classes, as well as organization and presentation of quarterly informational meetings.

Advanced Programs
The demographics of the candidates in advanced programs are similar to the demographics of the university and school districts in the university service area. Percentages of ethnic groups are similar to the demographics listed for the initial programs. Recruitment efforts for candidates are similar to the efforts listed above.

4d. Experiences Working with Diverse Students to P-12 Schools		x	
4d. Experiences Working with Diverse Students to P-12 Schools – Advanced Preparation		x	

Summary of Findings:

Initial Programs
A review of demographic data from schools and districts within the geographic service area of the university indicate that candidates in the initial programs are given opportunities to work with students from diverse ethnic, racial, gender, and economic groups. The unit currently has agreements with 54 districts which are prepared to offer appropriate placements for field experiences or clinical practice.

Many of these districts have over 50 percent of the students who receive free and reduced lunch as well as demographics that meet the program requirements for diversity. Efforts continue to expand these agreements to additional districts in response to the geographic needs of the candidates. The unit is currently in negotiations with a high school district that would provide numerous, appropriate placements for the growing numbers of single subject candidates. Early field experiences for the initial programs include assignments related to pupil diversity including ethnicity, race, religion, socio-economic status, gender and language. The Supervision Office facilitates and retains records of the candidates' field experience and clinical practice placements. These placements provide the candidates opportunities to practice and demonstrate their abilities to plan and adapt instruction that meets the needs of all students, including English learners and students with disabilities. Candidates in both the initial programs receive feedback about their progress using multiple methods.

The unit dispositions rubric is used as one tool for assessing a candidate's progress in responding to diversity competencies. Documentation and interviews confirm that reports and resulting discussions by the university supervisor and resident teachers provide feedback to the candidate regarding their continued growth in this area. Candidates in the initial programs receive

feedback from their peers on lessons they develop as well as from opportunities to observe each other in teaching situations.

Advanced Programs
Communities and Schools in the geographic service area of the university provide candidates in the advanced programs opportunities to work with diverse students and clients including those from different socioeconomic groups and at least two ethnic/racial groups. English learners and students with disabilities are part of the field experiences and/or clinical practice which will give the candidates opportunities to develop and practice their knowledge, skills and professional dispositions. Most candidates in advanced programs are teachers or other professionals who are currently employed in the schools. If the location does not have a diverse student population, then the candidate would need to complete the program in another setting in order to satisfy program requirements. Candidates receive feedback about their progress using the unit dispositions rubric as well as program specific indicators.

Summary of the Standard
The unit demonstrates commitment to preparing candidates to work successfully with diverse students.   Candidates in both the initial and advanced programs interact with faculty, other candidates, students or clients that represent a wide variety of diverse groups. Diversity is incorporated and assessed through courses, field experiences and clinical practice. Candidates learn how to meet the individual needs of students/clients and how to adapt instruction and support to promote success.

Summary of Strengths: N/A

Areas for Improvement and Rationales: N/A

Corrections to the Institutional Report: N/A

NCATE Team Recommendation: Met

State Team Decision: Met

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.

Information reported in the institutional report for Standard 5 was validated in the exhibits and interviews.

X Yes   ☐ No

Element	Unacceptable	Acceptable	Target
5a. Qualified Faculty – Initial Teacher Preparation		x	
5a. Qualified Faculty – Advanced Preparation		x	

Summary of Findings:

The unit consists of 224 faculty with 90 full-time faculty. As documented, all faculty have earned master's and/or doctorate degrees. Tenure track faculty at both the initial and advanced teaching levels are well qualified in their respective fields. A review of the faculty Qualifications Summary shows that most faculty have previous teaching or clinical experience in their field prior to assuming their positions and hold terminal degrees in their respective disciplines. Lecturers hold advanced degrees and/or are licensed or certified in their respective specialty areas. The longevity of the part time faculty is evidenced by the fact that almost 40% have been with the unit for more than five years. Interviews with tenure track faculty and lecturers, as well as review of the qualifications summary and examples of professional development activities provide evidence of the depth and breadth of faculty educational experience, scholarship, and leadership.

Clinical faculty are qualified to support and assist candidates. A review of the Qualifications Summary and interviews confirm that clinical and field supervisors are certified in their content area, and most have completed the course for supervision of student teachers.

Element	Unacceptable	Acceptable	Target
5b. Modeling Best Professional Practices in Teaching – Initial Teacher Preparation		x	
5b. Modeling Best Professional Practices in Teaching – Advanced Preparation		x	

Summary of Findings:

A review of syllabi reveals instruction is aligned with state and professional standards, theories, and current developments within the field. The review of course content and resources provides evidence that faculty are knowledgeable in the content areas and select current and relevant materials to support instruction and learning. Generally, course objectives show a relationship to tenets of the conceptual framework . Most syllabi include a statement of the CF.

The review of curriculum and course requirements and interviews with faculty indicate technology is infused into instruction at the initial and advanced levels. Examples of technology use include pod casting, information search, PowerPoint, interaction using Moodle technology, and Blackboard. Almost all faculty have training and experience in the use of the Smart Classroom equipment.

All courses address the diverse needs of students, learners, and clients and multicultural content is infused throughout the program. A review of faculty scholarship and professional development further illustrates the emphasis on understanding and meeting the needs of the populations being served.

The review of evidence indicates faculty understand and model best practices such as differentiated learning styles, varied instructional strategies, and multiple forms of assessments including performance assessment. Faculty encourage use of reflection, critical thinking, and

problem solving skills with candidates by assigning case studies, action research, metacognitive review, review and analysis of research, and developing research design. The review of syllabi, candidate portfolios, student opinion of teaching survey results, and interviews with students and faculty confirm these skills are part of the instructional program. Courses and field experiences include discussion of professional dispositions. For example, credential candidates self-reflect on professional dispositions by completing a disposition rubric several times in the program; field supervisors complete professional dispositions rubrics for individuals completing field experiences.

Faculty reflect and self assess to ensure best practices in teaching. Faculty annually complete a Faculty Activities Report which includes a section requiring self assessment based on a variety of sources including student and peer evaluations. Additionally, faculty may arrange to video tape class sessions. Faculty participate in follow-up conferences with department chairs; assistance is provided for improving or adjusting teaching as needed. Some faculty create questionnaires to elicit additional student feedback on specific course elements.

5c. Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation		x	
5c. Modeling Best Professional Practices in Scholarship – Advanced Preparation		x	

Summary of Findings:
All tenure track faculty and many lecturers are actively engaged in scholarship and professional development through publishing, grant writing, attending workshops, presenting at conferences, and collaborative and joint projects in the community. A review of faculty participating in campus-supported professional development shows that unit faculty take advantage of the numerous opportunities for support via Teaching Resource Center grants and workshops, collaboration and team teaching grants, teaching skills study awards, Faculty Research Leaves, CSU research grants, and unit-supported professional development activities.

The examination of professional journal articles, co-authored book chapters, books, textbooks, and project summaries confirm scholarship and professional development activities; activities are aligned with the tenets of the CF the and unit mission, and many address the needs of the local community. Additionally, a review of grant topics and research projects indicate faculty collaborate with other professionals to improve candidate learning and teacher preparation through their writings and presentations.

All faculty have membership with one or more professional educational organizations. Faculty participate in professional associations and activities at the international, national, regional, state, and local levels.

5d. Modeling Best Professional Practices in Service – Initial Teacher Preparation		x	
5d. Modeling Best Professional Practices in Service – Advanced Preparation		x	

Summary of Findings:
As stated in the institution guidelines for promotion and tenure, faculty are expected to serve the

college, university, their profession, and the local community. Information presented in the faculty handbook confirms faculty service is one of three areas considered in retention, promotion, and tenure decisions. A review of the Qualifications Summary and interviews with faculty confirm they engage in department, college, and university committee activities, serve in leadership roles in professional organizations at all levels, participate on education boards and advisory councils, collaborate with school and agency practitioners, and participate in community activities and events.

Unit faculty collaborate with faculty and staff in P-12 schools, assisting with mentoring, grant writing, and service activities. Faculty collaborate with public school colleagues to present at professional meetings and conferences. Faculty have been awarded grants such as the federal Gear Up grant to encourage at risk students to think about attending college. Faculty regularly present workshops and services for and with public school colleagues: for example, weekly literacy tutoring to incarcerated high school students; Mentoring: Family to family – a training model for San Bernardino County Department of Children's Services; and work with the San Bernardino School District to develop and teach a class to high school students who aspire to become teachers.

Faculty serve as leaders in professional organizations as well as consultants to school districts and governmental agencies. Numerous roles include Founder of AERA Sig (special interest group) in Spirituality in Education, Gubernatorial Appointee to California Student Aid Commission, and International Advisory Board of the *British Journal of Guidance and Counseling.*

5e. Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation		x	
5e. Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation		x	

Summary of Findings:
Tenure track faculty at the initial and advanced levels are evaluated annually in the categories of teaching, scholarship/professional development, and service. Annual evaluations of faculty conform to promotion and tenure guidelines established by the Academic Senate with relevant provisions of the California State University (CSU) collective bargaining MOU (memorandum of understanding), and are aligned with policies stated in the faculty handbook. The process includes independent review made by department committee, chair, unit committee, dean, and university committee. Tenured faculty are reviewed every five years. The Provost makes the final decision in retention, promotion, and tenure decisions.

Lecturers are reviewed in a similar manner, but only at the department level. Part time supervisors and clinical faculty are reviewed by Program Directors, the Associate Director of Teacher Education, and CSUSB Palm Desert Director of Post Graduate Programs in Education, as appropriate.

Teaching is evaluated using multiple sources including university-wide student evaluations, peer evaluations from classroom visits, syllabi and other course materials. Supervisors are evaluated based on a form specifically designed for field experience evaluation. Informal types of

evaluation, like team teaching or peer sharing, are also used to improve teaching.
Results from the student evaluations in recent years indicate that faculty in unit are consistently high – 3.66-3.85 on a 4 point scale. In recent quarter evaluations, supervisors were rated 3.7 and 3.6 on a 4 point scale.

Faculty use results from university student opinion surveys, self-designed course evaluation tools, the Teaching Performance Assessment, the CSU exit and other survey results, and the annual faculty review as part of the self-assessment process that informs course design and modification.   When appropriate, a faculty member may develop a support team of colleagues or select a faculty mentor to support improved classroom instruction. A more senior faculty member may be selected to serve as a mentor in the areas of scholarship or faculty development.

5f. Unit Facilitation of Professional Development – Initial Teacher Preparation		x	
5f. Unit Facilitation of Professional Development – Advanced Preparation		x	

Summary of Findings:
Faculty professional development at CSU San Bernardino and the College of Education , is a priority as identified by the university president, provost, and dean of the college. Numerous opportunities are made available to faculty through the Teaching Resource Center (TRC) . Professional development is offered through the TRC in various forms such as workshops, presentations, information sessions, and grants. Many unit faculty participated in technology workshops including making course material accessible, pod casting for instruction, and enhancing teaching with video clips. Several faculty were awarded grants for improving teaching skills and team teaching.   All faculty were given opportunities to participate in activities to facilitate infusion of the CF through college meetings and collegial conversations.   .

New faculty receive induction orientation in their first year and attend workshops and lectures offered through the TRC during the first three years of their employment as well as release time in their first year to support scholarship/professional development. All full time faculty are given $1,000.00 in travel money for professional development/service annually.   Additional financial support is available for individuals presenting at national and international conferences.

Summary of the Standard:
Faculty in the unit are provided significant support for scholarly activities and professional development. Faculty engage in research, professional development, and community activities that reflect the tenets of the CF. The university and the unit are recognized for collaborative efforts with local districts, agencies, and communities. Faculty serve their professional organizations at the local, state, national, and international levels. Faculty engage in self-reflection to improve instruction and service to students.

Summary of Strengths: N/A

Areas for Improvement and Rationales: N/A

Corrections to the Institutional Report: N/A

NCATE Team Recommendation: Met

State Team Decision: Met

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.

Information reported in the institutional report for Standard 6 was validated in the exhibits and interviews.

<div align="center">X Yes   □ No</div>

Element	Unacceptable	Acceptable	Target
6a. Unit Leadership & Authority – Initial Teacher Preparation		x	
6a. Unit Leadership & Authority – Advanced Preparation		x	

Summary of Findings:

The College of Education (COE) is one of six colleges in the Division of Academic Affairs at CSUSB plus one satellite campus. The unit is administered by a dean, two associate deans and four department chairs. In addition, the Palm Desert Campus is administered by a dean and associate dean. The Division of Teacher Education, including the Student Services Office (SSO), is led by the associate dean and the directors of the Single Subject (SS), Education Specialist (ES) and Multiple Subject (MS) Credential Programs. The advisory body to the Dean of the College of Education is the Cabinet.

The unit's policies regarding recruiting and admissions are clear and consistent across publications and catalogs. All information is very easily accessible on the university web site and in print form. Accurate and up to date academic calendars, catalogs, publications, grading policies, and advertising are easily available as well.

The unit ensures that all candidates have access to student services through the Student Services Office and through a Community Counseling Center both located in the new building. Every candidate who enrolls in a unit program is assigned a faculty advisor who helps the candidate map out a course of study. Policies for each credential and degree program are reviewed each year to address system, campus or unit changes.

A wide range of unit-wide advisory committees and program advisory committees with membership from inside the unit as well as from across the university provide the unit with program design, implementation, feedback, and evaluation.

Of special note is that the Associate Provost for Academic Programs chairs the SS Advisory Committee that meets on a quarterly basis and provides systematic collaboration among SS providers. Documents of those meetings show, among other things, increasing movement toward integrated SS credentialing that requires collaboration between the unit and the SS departments. The functions of the SS Advisory Committee are: communication and program articulation and recruitment; and collaborative development of teacher education subject matter programs. Interviews with unit and SS faculty and deans elicited evidence of ongoing communication about

programs and credentialing even outside the committee meetings.

6b. Unit Budget – Initial Teacher Preparation		x	
6b. Unit Budget – Advanced Preparation		x	

Summary of Findings:

For 2007-2008, the unit budget was $7,508,787 which is the same amount as the prior fiscal year. The amount does not include benefits (38% of salary) or trust or foundation accounts. The college generated an additional $4 million in federal and state grants during the fiscal year (2007-2008) and during the 2008-2009 fiscal year the grant total had reached $2.3 by March 2009. For 2007-2008, baseline funding for the unit was the second highest among the colleges per FTE faculty equivalent at $98,804. Supervision costs raise the FTE student cost for the unit to $5,556, highest in the institution.

The opening of the new building in the fall 2008 led to enhancement of all unit programs with new equipment, facilities, and space as well as expanded help with recruitment of students.

For the fiscal year (7/1/08 – 6/30/09) vacant faculty lines total $699,588, and as of 1/30/09, approximately $311,000 was subtracted as part of overall budget reductions. Hiring of Single Subject and secondary reading faculty has been halted as a result, and searches remain open for two leadership positions in the unit.

6c. Personnel – Initial Teacher Preparation		x	
6c. Personnel – Advanced Preparation		x	

Summary of Findings:

The unit maintains policies that provide for the standard workload for full-time tenure-track faculty at 45 weighted teaching units per academic year (three courses per quarter). Full time lecturers (non tenure track) teach 11 classes per year or a combination of courses and clinical supervision.

Some part of a faculty member's workload (up to 100%) may be "bought out" by a grant requiring part time faculty replacement for the duration of the grant. Documents show that during the 2006-2007 academic year, total reassigned time for research, outreach, grant-funded activities and program coordination equaled 856 weighted teaching units. The unit makes appropriate use of full time and part time faculty so that the unit programs can be delivered with integrity and coherence. A university-wide Tenure Track Committee report has established a goal to reach an FTE faculty to part time faculty ratio of 75% by 2011. Achieving that goal will help to reduce the number of part time faculty and adjuncts that now stands at 134. The number of part time faculty is a direct result of the number of supervisors needed to support the credentialing of candidates. Those supervisors are screened and supported in their work.

Support personnel are sufficient to assist in preparing candidates to meet appropriate standards. Full time faculty and full time lecturers each have $1000 available for professional development per year. Additional funding is available to assist faculty in travel to conferences where they are presenters both nationally and internationally. Some departments provide funds to faculty for professional materials. Budgets are decentralized across campus. Each new faculty member is provided with a $5,000 technology package. Faculty members are encouraged to be fully engaged as professionals.

6d. Unit Facilities – Initial Teacher Preparation		x	
6d. Unit Facilities – Advanced Preparation		x	

Summary of Findings:
The new $51 million 128,000 square foot building was opened in the fall of 2008 and houses programs that had been spread across campus. Of the total amount, $2.3 million was allocated for furniture, telecommunication equipment and wiring, and other movable accoutrements. Other features of the facility include an office for each full time faculty member, five computer labs, seven conference rooms equipped with CISCO voice conferencing equipment and 28 wireless access points providing 100% wireless network coverage of the building. The Tools for Education Campaign raised $3 million from the community at large. In order to provide maintenance and upgrades for the new facility, the state has allocated $1.2 million annually.

The unit facility supports faculty and candidate use of information technology through $300,000 of technology equipment and software included in the original cost of the facility, and through training for faculty and staff provided by a unit-based IT department. A unit Technology Committee meets monthly to address issues and needs related to technology and technology issues. The Palm Desert facility also has its own IT department.

6e. Unit Resources including Technology – Initial Teacher Preparation		x	
6e. Unit Resources including Technology – Advanced Preparation		x	

Summary of Findings:
The university is decentralized and, as a result, the unit is able to allocate resources across programs so that all aspects of the preparation of candidates can be supported and so that the unit's assessment plan can be carried out.

Each new faculty member receives a $5,000 allocation for technology purchases, and a regular replacement schedule is maintained in the unit.

Candidates have ready access to technology and technology support as they go through their preparation programs. All students have 24 hour access to computer labs throughout the campus. The College of Education building has classrooms with smart technology including "Polyvision" interactive boards. The unit operates five computer labs with 150+ computer workstations each. All labs are fully equipped with a wide variety of software.

The university geographic coverage area is 27,000 square miles. As a result, there is increasing attention being paid to the delivery of programs through online courses. The university Instructional Technology department plan is that the unit will be the next in line to receive support in expanding its offerings in the area of online resources. The infrastructure in place is sufficient to provide the needed reliability, speed and confidentiality to provide delivery of the system.

Documents show that unit use of instruction sessions by the university library provide candidates with information and training in new database systems and other technology in classroom visits as well as in the library itself. Librarians are also available to assist faculty in integrating

information literacy skills into their syllabi.

The unit has hired an academic and institutional studies associate who provides data required for program assessment along with a second associate dean and the Associate Provost for Research and Graduate Studies.

Summary of the Standard:
The unit provides the leadership and resources that are necessary to prepare candidates to meet professional, state, and institutional standards. The budget reflects a commitment to the unit's mission and demonstrates a support structure for faculty involvement in scholarship and professional development opportunities. The unit is the highest funded college out of six in the university with regard to full time student equivalency as a result of supervisor ratios for credentialing. The new facility and the level of technology use are further evidence of commitment to producing a quality product.

Summary of Strengths: N/A

Areas for Improvement and Rationales:

AFI from Last Visit: Corrected

1. Collaboration among the colleges, especially in the area of single subject credentialing, is not systematic.
Rationale: The Associate Provost for Academic Programs chairs the Single Subject Advisory Committee that meets on a quarterly basis and provides systematic collaboration among Single Subject providers. The functions of the advisory committee are: communication and program articulation and recruitment; and collaborative development of teacher education subject matter programs. Documents show a focus on the functions of the committee.

Corrections to the Institutional Report: N/A

NCATE Team Recommendation: Met

State Team Decision: Met

CTC Common Standards Not Addressed by NCATE Unit Standards

CTC Common Standard 1.1   **Met**

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings:
CSUSB has a clearly articulated credential recommendation process where three credential analysts submit all credential applications.   When a candidate requests that a credential

recommendation be submitted to the Commission, the candidate's file is carefully reviewed for completion of all credential requirements that are detailed on the credential recommendation tracking sheet. Upon confirmation that the candidate has completed all credential requirements, the candidate is recommended for the appropriate credential. All analysts attend appropriate credential requirement workshops and review all information that is distributed from the Commission and discuss all credential updates or changes among the group. When a new credential analyst joins the team, the most senior analyst would conduct side-by-side training with the new analyst.

CTC Common Standard 6: Advice and Assistance **Met**

Qualified members of the Unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The Unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Findings:
Qualified individuals from CSUSB's faculty and staff are available to advise all applicants and candidates. There is a College of Education Student Services office as well as a system for peer advising through PALS--Peer Advising for Liberal Studies in addition to the faculty and department advisors. Accurate information is posted on line and available through the Student Services office. Department and program chairs also participate in the advising process. There are inconsistent reports from students about the advice that has been received at times but the information is clearly available. A candidate performance plan is developed with candidates when the candidate is not making adequate progress in a program. The plan is implemented and monitored by the program. Supervisors report that they counsel out students who are not successful after being put on a performance plan.

IV. PROGRAM REPORTS

Multiple Subject Credential Program
Multiple Subject Intern Credential Program
Multiple Subject BCLAD Credential Program

Findings on Standards:
The mission of the CSUSB's multiple subject credential program is to prepare future teachers who understand the relationship of educational theory to sound pedagogical practice, the state's curriculum and teaching standards, the needs of English learners and students with special needs, the issues of cultural diversity, and the demands of modern society for education. An internship option exists within the multiple subject program as does a bilingual emphasis. Although the program design includes a bilingual emphasis, some BCLAD candidates, faculty, an employer,

and BCLAD graduates expressed concerns that the BCLAD program has been integrated into the multiple subject program. The level of integration has not allowed separate BCLAD focused recruitment, advisement, and coursework.

The coursework encourages the development of teachers that approach the profession with competency in teaching diverse populations including English language learners and students with special needs. In addition, the program is designed in ways to support successful completion of California's Teaching Performance Assessment (TPAs). All sections of a course use the same syllabus, have an identified faculty member responsible for all section of the course, and the faculty have collaborated on similar delivery strategies to ensure consistency and high quality "course-a-like" delivery.   Candidates and graduates reported that they felt well prepared, that they had acquired a large variety of instructional strategies prior to starting their fieldwork, and believed there was a strong interrelationship between the curriculum and their field experience.

The field experience is well integrated into the program. The adjunct university supervisors and the faculty members who provide supervision have a collaborative relationship with the faculty and are readily available to the students.   Field experience guidelines are clearly set out in the Handbook. It was reported by cooperating districts that the CSUSB students are very well prepared to be placed in classrooms as student teachers. All of the stakeholders are motivated to provide guidance and support so that the candidates become successful teachers.

There was evidence of both formative and summative assessments of candidate competencies throughout all phases of the credential program. A number of candidates interviewed stated they were assessed and received feedback on a regular basis. The TPAs are a program-wide measure of candidate competency. As early adopters of the TPA, the program faculty reported on its cycle of improvement based on its yearly review of candidate data. There was evidence of the program's continuous efforts to embed assessments into the curriculum in purposeful and meaningful ways, including increased use of candidate self-reflections.

Based on interviews with program candidates, faculty, support staff, field supervisors, employers and graduates, along with a review of the annual program report, supporting documents and site visits the team has determined that all program standards have been **Met**.

Single Subject Credential Program
Single Subject Internship Credential Program

Findings on Standards:
The Single Subject credential program at California State University San Bernardino offers three options for post baccalaureate candidates and an additional option for undergraduates which is an integrated program. The postbaccalaureate, Option A, is a three-quarter plan which only begins in Fall of each year. Option B allows for part-time student teaching and is completed over five quarters. Option C is an intern track. Candidates on the Intern track are fully employed in a classroom while completing courses. All tracks lead to a preliminary credential. The advisors and faculty are available to meet with candidates after admission to assist them in determining the track most appropriate for them. The integrated programs are offered for math and biology candidates. Undergraduates in this program are completing their degree requirements simultaneously with their preliminary preparation program courses.

Each of the four delivery models is carefully designed to provide the candidate with preparation consistent with accepted teacher development, state-adopted content standards and appropriate and diverse teaching strategies. The program leadership included local partner school district personnel in the planning and ongoing meetings of the Teacher Education Advisory Committee include BTSA coordinators, superintendents, administrators and site supervisors. Local partnerships continue to be included in discussions addressing the needs of the districts and the preparation of the candidates.

The new College of Education (COE) building has allowed for a more collaborative environment to serve students. The Student Services Center is a student friendly model in a warm environment. Staff and faculty are able to easily share information and assist students.

The team verified the availability of current, accurate credential and program information on the COE website. While many candidates were quite proficient at seeking advisement and assistance, a number of candidates indicated they felt unclear with some of the processes and who to seek assistance from. Some candidates indicated that there were conflicting responses depending upon whom they asked. While the move to the new building has greatly enhanced the advisement and information process, some current students express a need for additional guidance. The open position of Credential Director seems to have contributed to this gap. It would benefit the program to continue to problem-solve and collaborate to ensure accurate advising for all candidates.

The faculty from subject matter areas housed in the Colleges of Arts and Letters and the College of Natural Sciences meet regularly with the COE faculty to collaborate in the preparation of the candidates. Subject matter faculty expressed enthusiastic support of the college and of the preparation of future teachers. Candidates reported a clear connection between required courses. English learner content and strategies were immersed in multiple courses. Each course has relevant pedagogical content.

The partnerships between CSUSB and surrounding districts/counties are clearly a strength of the single subject program. The partners repeatedly reflected that they felt their input and opinions

were valued and respected. Those partners eagerly accept CSUSB candidates into their classrooms for student teaching and stated that they hire them over candidates prepared by other colleges. Words such as "well prepared", "eager to learn" and "ready to spend additional time on a site" were voiced often by resident teachers about the student teachers. The repeatedly report that the candidates are well prepared to teach English learners. Additionally they expressed pleasure with the strong support from campus faculty and student teaching supervisors.

Extensive preparation and planning has gone into the Teaching Performance Assessment (TPA). CSUSB implemented the TPA well before it was required in July 2008. The faculty has included their partners in the evaluation of the process and made modifications as needed. There is a clear plan for repeating a TPA for candidates who do not pass the first time. In some instances candidates will repeat courses or activities to assist them in passage. As a result, the reported pass rate is 97%. One employer reported that the new teachers' involvement in the TPA process benefited the employer because the new teachers have a better understanding of assessment after participating in the TPA.

After review of the Institutional Report, program documents, and interviews with students, program completers, faculty, program leaders, field supervisors, resident teachers and other partners, the team finds that all standards are **Met**.

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Education Specialist Credential Programs
Mild/Moderate with Internship
Moderate/Severe with Internship
Early Childhood Special Education with Internship

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Findings on Standards:
The Level I and Level II Education Specialist Credential Programs in Mild/Moderate, Moderate/Severe Disabilities and Early Childhood Special Education which were approved by the COA. Faculty in the mild/moderate and moderate/severe programs have developed a collaborative model with the multiple and single subject credential programs. Intern program options exist in each of the credential programs. The mild/moderate program is offered as a combined preliminary and clear credential program option completed within a two year time frame. A clear majority (approximately 85%) of the mild/moderate candidates complete the intern program option. Faculty have been responsive to the needs of the 54 district service region by developing programs to meet the districts' identified needs. The narrative in this report refers to the education specialist programs being currently offered at CSUSB.

The design of the programs are based on several critical factors: (1) the programs are designed to be very practical in nature, (2) the sequence of courses moves from introductory to advanced, including graduated field experiences, (3) the programs respond to the demands of an extensive service area, (4) programs support the practice of teaching and learning communities, and (5) they support the practice of promoting leaders in the field of special education. Regular advisory committee meetings held at strategic regional locations serve to inform faculty and

administrators of district needs, issues, and concerns. Data from periodic follow-up surveys also serve to inform the program faculty in the spirit of continuous program improvement.

The knowledge base for the programs is informed by several sources, including: the CTC program standards, the College of Education conceptual framework, the Council for Exceptional Children (CEC) standards, the California Standards for the Teaching Profession, the California K-12 content standards, faculty scholarship and adult learning theory. Candidates, graduates, district supervisors, intern support providers, and employers interviewed expressed appreciation for the quality of the curriculum. Students expressed appreciation for the excellence of instruction provided to them. Students reported that critical topics and themes are reinforced and built upon throughout each program. Supplementary workshops are provided for specialty areas and contemporary issues and trends in the field of special education. A recent professional development workshop was conducted on four topics from which the interns could choose: data-based decision-making, language challenges for the moderate/severe student, positive behavior supports, and managing paraprofessionals. Overall, students praised the faculty, staff, and administrators for their caring demeanor, accessibility, and helpful guidance.

District personnel praised the quality of the special education programs and the graduates of all three programs. Many noted the accessibility and quality of support provided by faculty, intern directors, and intern support staff at the main campus. Interns acknowledged this support as well as the mentoring and coaching from their district intern support providers. Those who pursue the student teaching option in the traditional program student teach for two quarters. Supervisors and district based resident teachers provide support structures and guidance for student teachers. In these times of serious fiscal restraint, faculty members have provided advice and consultation to students who have been notified of the need for district personnel reductions. Their extra efforts have served to help students redirect their training and/or career options to that they can adapt to this challenging employment environment.

Candidates and program graduates in all programs are assessed using multiple measures. Various assessment points are targets for obtaining assessment data, producing information that informs faculty, administrators, and staff about decisions relative to candidate and program performance. Candidate assessment and performance and program information effectiveness information results in data collection that provides information relative to: (1) Initial Indicators, (2) Midpoint/Entry to Clinical Practice Indicators, (3) Exit from Clinical Practice Indicators, (4) Program Completion, and (5) After Program Completion. Candidates are evaluated on content knowledge, pedagogical/andragogical content knowledge, professional and pedagogical/andragogical knowledge and skills, professional knowledge and skills for other school professionals, dispositions, and student learning at each of the transition points.

Based on candidate, faculty, employer and filed supervisory interviews, document review, and interviews with graduates of all three programs, the team determines that all standards are fully **Met**.

Designated Subjects Credential Program
Career Technical Education and Adult Education

Findings on Standards:
The Designated Subjects Teaching Credentials Programs are housed within the Teacher Education division of the College of Education. The Designated Subjects credentials include Vocational, Adult, Supervision & Coordination credentials. The Designated subjects Program offers all of the courses needed (in an online hybrid format) to meet course work requirements specified by the Commission on Teacher Credentialing for each level of the Designated Subjects Teaching Credentials. That coursework can also be used to verify teacher preparation needed to teach in community colleges, private technical or vocational schools and other institutions that were Career and Technical, Vocational and/or Adult students.

Students in the program are non-traditional adults who have been successful in business and/or industry and are pursuing the Designated Subjects Teaching Credential and have a strong desire to teach what they have learned "on the job." Fifty nine candidates have completed the program since 2007 and 68 credentials have cleared in the last 2 years.

There are three full time faculty members; (two professors and one full-time lecturer) and six part time faculty members. Each faculty member advises and teaches to meet equity, diversity, and access for all.

Designated Subjects credentialed teachers are required to teach specific (designated) subjects in Regional Occupational Programs and other state supported career and technical, occupational, and adult education programs. To qualify for a preliminary Career and Technical (Vocational) teaching credential, a person must have at least five years of work experience related to the subject they wish to teach. One of the years of work experience must have occurred within the last three years. A degree is not required, but all applicants must have graduated from high school or completed a General Education Development Test (GED). To qualify for a preliminary Adult teaching credential, one must have at least a bachelor's degree and/or appropriate experience related to the subject or subjects they wish to teach. The Designated Subjects credentials coursework can be completed at the San Bernardino campus or the campus located in Palm Desert.

Candidates who are enrolled in the part-time credentialing program must complete three Education Vocation (EVOC) courses and four courses if they want the Adult Education credential. In order to be recommended for the full-time credential, one must complete an additional two courses plus a Health class.

Level I courses are titled Teaching Designated Subjects. Each of these methods courses require student presentations and multiple student activities. Course content includes Fieldwork in Designated Subjects, computer literacy, and principles of adult education learning theory. Candidates write student performance objectives, develop standards based lesson plans, study classroom management skills, and learn evaluation and assessment strategies.

Level 2 courses are taken concurrently and include subject matter in instructional support for Designated Subjects and contemporary issues in teaching Designated Subjects. Candidates examine the purpose and structure of advisory committees, student placement, facilities planning, budgeting, student organizations, public relations, career advancement and educational philosophy. Candidates

demonstrate the use of professional vocabulary, develop a data base of education related websites, learn about Individual Education Plans (IEP's) and how to write student recommendations. Additional coursework covers attending school board meetings and completing high quality presentations.

Level 3 courses: All three courses are to be taken concurrently. The EVOC 508, 509 and 510 series is designed to prepare candidates for trends relevant to Career and Technical Education model practices, how to cross reference existing and new curriculum with Foundation Standards and Career Technical Education standards. Candidates study the Regional Occupational Centers and Programs (ROCP) procedures handbook and study California Education code. Candidates also learn how to write and apply for grants, including Perkins.

There is supervised field work in coordination and supervision of designated subject programs. A student must possess a valid designated subjects teaching credential and completion of, or concurrent enrollment in, EVOC 508, 509, and 510 courses or have the consent of the instructor. EVOC 508/509/510 courses prepare Designated Subjects teachers for an administrative position in their school districts. These courses may be offered online and must be taken concurrently during the same quarter. A 40-hour administrative project is required as part of this course sequence.

Competency is assessed by successful completion of assignments. Candidates must meet all class objectives stated in syllabi and pass each course with a "B" or better. Candidates regularly meet with faculty for advisement sessions.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of the following:

Standard 1 Program Design, Rationale and Coordination – Met with Concerns
Evidence from interviews with faculty corroborated by program documentation indicates that the program preparation for Designated Subjects credentials lacks a formalized process which links the coordination of programs between the Palm Desert campus and the San Bernardino campus. This results in a lack of a formalized process for curriculum modification and program improvement.

Adapted Physical Education Credential Program

Findings on Standards:
The Adapted Physical Education Credential Program at CSU San Bernardino is housed in the Department of Kinesiology. Students enter the program by completing the required undergraduate sequence of coursework. After receiving a bachelor's degree, students transition into the credential program. Credential candidates complete their student teaching in Adapted Physical Education (APE) concurrently with their student teaching in the physical education single subject credential program. There has been a rapid growth of students in the past year in the undergraduate phase with 24 students currently planning to complete the series of APE courses (18 quarter units). In some cases teachers who have already received a teaching

credential and hold teaching positions in local schools have enrolled in the undergraduate courses to complete their APE credential.

Students enroll in the APE courses as an undergraduate in the Kinesiology major. The courses are coherently sequenced to prepare for prospective teachers of children with disabilities. There are fieldwork assignments associated with each course. Candidates are kinesiology degree majors who take a series of distinct courses that focus on physical education for children and youth with disabilities. Candidates are prepared to teach children and youth from preschool through to adult with contrasting and diverse mild, moderate, and severe disabilities. The use of a Community Advisory Board is a program strength and the program has responded positively to suggestions for program improvement.

The undergraduate kinesiology courses meet the content and curriculum standards. Candidates are well prepared with specific knowledge of disabilities, state and federal laws, state standards and how to write goals and objectives. District resident teachers state that the students are well qualified for their fieldwork assignments.

Undergraduate courses include a wide range of field experience opportunities in community and school settings. In the single subject credential program students are placed with an adapted physical education teacher for the student teaching assignment. These fieldwork experiences complement and support the coursework. Based on interviews with current students and graduates, there should be more opportunities for Department of Kinesiology faculty to collaborate with the single subject credential program in the selection of supervisors in the student teaching phase.

Competence is assessed in the assignments in undergraduate courses and performance in field work placements. Candidates complete a portfolio in their undergraduate and credential program phases and this is assessed at the completion of the program in conjunction with an exit interview.

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

Reading Language Arts Certificate and Specialist Credential Program

Findings on Standards:
The Reading Language Arts Program is offered through the Language, Literacy and Culture Department. Candidates are required to hold a current teaching credential in order to complete the certificate and specialist programs.

The Reading Language Arts Program is offered at both the main campus in San Bernardino and the satellite campus in Palm Desert. The programs are identical, with the same courses using the same syllabi as well as assessments. Many courses are offered as hybrid courses with 80% of the

course on-line and 20% face-to-face. All courses at the Palm Desert campus are hybrid courses. Faculty from both campuses talk about the collaborative nature of their working relationships.

The certificate and specialist credential program are designed to flow from one to the next. Most students in the program complete all the requirements to receive their certificate, Master of Arts and Specialist credential. The six courses, 24 units, required for the certificate are the initial courses for the specialist credential.

The Literacy Center at CSUSB is designed to meet the needs of the candidates while at the same time providing an important service to the community. The Literacy Center serves students from kindergarten through 12the grade who struggle with reading. Candidates from the program report that the Literacy Center provides opportunities to practice what they learn in class and get feedback from faculty. Candidates are required to discuss the students' progress with the students' parents. Candidates report that this experience also helps with their confidence and leadership skills.

The initial courses in the certificate program focus on strategies for teaching language arts to students across all levels of reading. As students progress, they learn more about theories of language development and acquisition and how they tie to different strategies. The last courses focus on policy and leadership skills. Graduates reported that they felt well prepared to work with students across ability levels. They felt that they became natural leaders because they wanted to share the knowledge and skills they learned from the program with their colleagues in the schools.

The majority of students in the Reading Language Arts Program are practicing teachers and are able to practice what they learn in courses in their own classroom. There are two required practica for the certificate level courses. These courses require working either with small groups or one-on-one with elementary aged students and with middle or high school students. Many students chose to do this requirement at the Literacy Center. For the specialist level courses, candidates complete a leadership practicum which includes writing a case study of a school based on a needs assessment. The final field experience requires candidates to develop a workshop for parents or teachers based on feedback from the group and a literature review of research-based practices. Candidates and graduates report that the field work gave them the skills and confidence needed to become better teachers, as well as leaders in their schools.

There are a wide variety of assignments and assessments. In initial coursework students are required to write a case study of two students struggling in reading. Candidates also develop lesson plans, implement the lessons and reflect on the lessons after they are implemented. Assessments at the specialist level include developing theory based curriculum which includes a literature review.

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

Preliminary Administrative Services Credential
Professional Administrative Services Credential

Findings on Standards:
The Preliminary and Professional Administrative Services Credential programs at California State University San Bernardino (CSUSB) provide students with an integrated approach to research, theory and substantial field experiences that emphasize the character and responsibilities of school administrators and instructional leaders. Interviews with field supervisors and the advisory board confirmed that CSUSB has developed strong partnerships with school districts and county offices of education in its service area that have resulted in applications for admission and the identification of field supervisors, advisory committee members and course instructors. The partnerships have quarterly field meetings where program information is distributed so that partners can promote these programs to their colleagues. A review of *vitas* indicated that the nine full-time faculty members and cadre of part time faculty are experienced education administrators who are well qualified for teaching in these two advanced credential programs.

The Tier I program is delivered using a cohort model. The program is offered on the main SB campus, the Palm Desert Campus (PDC), and, in addition, at off-site locations as determined by needs assessments of LEAs in the service area. Candidates and program completers reported a good balance between theory and practice. Interviews with field supervisors confirmed this balance of skills and understanding. To promote democratic leadership and the ability to work with diverse communities, candidates must complete a Communication Plan and Vision Statement, the James Banks rubrics, and be exposed to authentic case studies, simulations, role-plays and online threaded discussion boards to promote skill building and reflective practice.

Candidates in the Tier I program complete two fieldwork placements, one in an elementary setting and one in a secondary setting for a total of 120 hours and must provide opportunities for candidates to engage with diverse cultural and socio-economic communities. A fieldwork plan is made cooperatively among the candidate, the site-based supervisor, and the university advisor. Candidates and program completers reported that the program provides substantial flexibility for scheduling the fieldwork that is sensitive to candidates' work obligations. Interviews with field supervisors and employers confirmed the overall quality and high level of commitment that field supervisors bring to the program. Program completers reported overall satisfaction with the fieldwork component of the program and expressed a desire to shadow a broader spectrum of district administrative roles (e.g., program directors).

The Professional Administrative Services Credential (Tier II) program provides newly appointed administrators with advanced skills and knowledge in educational administration and school leadership. The Tier II program includes six 3-unit courses that incorporate seminars, online instruction and discussions and are designed around the California Professional Standards for Educational Leaders (CPSEL) standards. Courses are paired as co- or prerequisites to provide candidates complementary assignments that enhance and strengthen understandings developed in the preliminary program. Syllabi are standardized across faculty to ensure program quality and consistency and reflect a strong articulation of ethical issues. Employers reported that the professional program is well geared to local district differences.

A review of candidate portfolios revealed that candidates complete reflections and self-assessments on each of the CPSEL standards. A candidate's growth is assessed with the assistance of university faculty, field supervisors, and knowledgeable school district personnel. Tier I and II program completers reported that the portfolios were a valid and worthwhile method of evaluation.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, program completers, faculty, staff, employers, field supervisors and advisory committee members, the team determined that all program standards in the Preliminary Administrative Services and the Professional Administrative Services Credential programs are **Met**.

Pupil Personnel Services Credential Program
School Counselor Specialization

Findings on Standards:

The Pupil Personnel Services Credential Program in School Counseling is within the College of Education. It is a three year, seventy-two quarter unit graduate program designed to prepare students for a career in school counseling in diverse communities. The infusion of the National School Counselor Standards in the curriculum is to be commended. Courses are designed in developmental sequence using a cohort model with each course being offered once per year. Students and graduates indicate that the use of a cohort system allows for mutual support building a sense of community over the there year span of the program. Candidates and the Advisory Committee members reflect appreciation and praise for the faculty because they value their input to modify and improve program content and design.

Candidates and graduates praise the faculty for the relevance of the curriculum, the modalities of instruction and the guidance and assistance they receive in support of their education. Coursework in the program methodically promotes an understanding of and sensitivity for individual difference, ethnic, cultural and lifestyle diversity. These are addressed as recurrent themes in a wide range of courses throughout the program. Interviews with faculty and students within the department indicate a high degree of knowledge and perspective on the course content and an integration of theories and practice across courses.

Students and graduates praised the integration of service learning, field work and practicum experiences across the three years of the program. Site supervisors and employers consistently commented that candidates are being well prepared to meet the needs of students including culturally and linguistically diverse students and their families in the schools. The program reflects collaboration and effective coordination of program elements with faculty and field supervisors. The use of the Blackboard Educational Counseling Program facilitates field placement and course work enhancing student and staff communication.

Candidate competence is determined through multiple measures and at multiple points including course assignments, exams, audio/video tapings, supervisor and faculty ratings and passing a comprehensive exam. The team found the faculty to be mutually supportive and dedicated to

student success. Course ECLG 531, a prerequisite to program admittance, provides students with personal insight as to whether a career in school counseling is appropriate for them. The use of reflective journals and portfolios allow students to assess their professional growth. The newly completed Assessment Center has the potential to serve the community as well as candidates assessment needs. In order to insure the success of the Assessment Center additional professional and clerical staff would be necessary.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the PPS Credential Specialization in School Counseling are **Met**.

Pupil Personnel Services Credential Program
School Psychology Specialization

Findings on Standards:
The California State University, San Bernardino (CSUSB) School Psychology Credential Program (ECLG) is a revision of the program that has been in operation since May 1996. The curriculum meets national (National Association of School Psychology) criteria. The School Psychology program at CSUSB provides a strong balance of professional and academic preparation for each cohort of candidates. This is exemplified by rigorous coursework offered simultaneously with a formal clinical training component that reflects a "service learning" model and that provides services to students and families at the local schools. In addition, the University Center for Development Disabilities provides School Psychology candidates the opportunity to work with families who have a youngster diagnosed with autism. Candidates provide counseling, consultation, and behavioral assessment and intervention to these families. The candidates are quite complimentary of this portion of their training.

Interviews with multiple stakeholder groups indicated that the three tenure-track full time professors and three part-time lecturers consistently provide excellent teaching and fieldwork support to the 40 candidates. Minutes of the advisory board and interviews with faculty indicated that the board has instrumental in providing feedback to the faculty which has resulted in some program changes. Interviews with candidates indicated that they appreciate the advisement, care and accessibility of the faculty to them.

Admission to the School Psychology program requires completion of a related Masters degree, completion of prerequisite course work, passage of the CBEST, completion of a graduate writing requirement, and an interview with faculty. The program utilizes a cross training or retraining design for professionals who already possess a Masters/Doctorate degree with various licenses, certificates and credentials in related fields. Candidate program plans and handbooks were reviewed and clearly state criteria for passing performance in their coursework and fieldwork.

Candidates are assessed at three points throughout their program, 1) admission, 2) end of coursework, and 3) fieldwork. In addition, candidates are rated four times a year by intern supervisors, university faculty and the candidates themselves and at the end of their internship.

Interviews of intern supervisors and School Psychology employers reported that CSUSB candidates are highly competent and have a "comprehensive look" at the field of School Psychology.

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

School Nurse Credential Program

Findings on Standards:
A significant amount of work has been completed in designing a new model for the school nurse preparation program. The faculty has a strong commitment to develop a program that meets the needs of the school nurse, while providing the educational opportunity for nurses to complete an MSN degree as part of the credentialing process. The rigor of a scientific, research based program with minimal emphasis on the educational system aspect that is critical to a school nurse function may not meet the needs of the newly hired school nurse.

CSUSB recently suspended the School Nurse Credential Program under the Health Science Department and underwent a major administration and curricular revision which included aligning the school nurse credential with the Master of Science in Nursing program and adherence to the 2007 new School Nurse Standards. This program has not yet been implemented pending the approval by the COA to the new standards.

As a result of the program not yet being implemented, there was limited opportunity to interview a variety of individuals such as graduates, candidates and faculty. Interviews were conducted with the Coordinator of the MSN program, the Nursing Chair, Health Science Chair, Associate Dean of Advanced Programs and the Advisory Committee.

The current sequence of coursework proposed begins with the first year being primarily MSN courses and specific school nurse curriculum is not introduced until the 3rd quarter of the program. This was identified by review of the Institutional Report and input from faculty. Faculty are highly qualified with Master or Doctoral Degrees but currently there is no faculty that are credentialed school nurses or who have school nursing background. The proposed program design is a hybrid model with 80% online and 20% face-to-face. Fieldwork assignments with these initial courses would need to be determined by the field preceptors, who may not have familiarity with the current program standards. The Department of Nursing has plans to hire a School Nurse Credentialed Coordinator when students are admitted to the program.

While many of the courses may provide opportunities for the school nurse to utilize nursing expertise in the school setting, there is minimal documentation in the course objectives or content that specifically addresses the adopted credential program standards across the curriculum. There is no clear reference to the school nurse or educational issues that impact the role of the school nurse in most courses.

The program has an extensive field experience requirement throughout several of the courses. Collaboration has been identified with 3 local school districts to provide preceptors for the students. With the hybrid model, there is some uncertainty as to how field work preceptors will be selected and oriented to the new standards. This is particularly important as much of the planned course content is not directly related to the field of school nursing and the candidate will be responsible to meet those standards through the fieldwork.

After review of the Institutional Report and supporting documentation and after conducting interviews with faculty, Coordinator of the MSN program, Nursing Chair, Health Chair, Associate Dean and members of the Advisory Panel, the team determined that:

Standard 1: Program Design: The purposeful sequence of coursework has not been adequately designed to introduce the school nurse to coursework specific to this unique field and allowing the subsequent coursework to be able to expand on this role. It is possible that the institution could meet the needs of a new school nurse early in the program with school nurse specific courses and then still allow individuals to complete the MSN.

Standard 2: Collaboration in Implementing the Program: Field work preceptors are currently limited to 3 local school districts and no clear training/orientation for field work preceptors has been identified so that future preceptors are familiar with the current School Nurse Standards and how that interfaces with the required field work experience. This was identified through interviews with the Dept head of the MSN program and Dean of Nursing.

Standard 3: Relationships between Theory Research and Practice: Current curriculum has a strong theory and research base. However, course syllabi do not clearly identify how theory and evidence based practice relates specifically to school nursing practice. Community health is addressed and school nursing can be included in this, but more specific details for the educational environment should be delineated.

Standard 4: Preparation to Promote Student Health and Wellness: Coursework that specifically addresses *student* health and wellness is identified in N 502 and N 503. While numerous other courses may relate to student health and wellness, the syllabi do not clearly address issues such as family violence, drug abuse, mental health and health education as is required by the adopted program standards.

Standard 5: Sociocultural Context of School Nursing: The needs of the English learner and their families are not specifically addressed in the curriculum. Many aspects of population identification and specific needs are included in some of the course work, however, it is not clear that the needs of the school community will be addressed as is required by the adopted program standards.

Standard 6: Legal and Ethical Aspects of School Nursing Practice: The program has not clearly addressed the following topics: education code, school board policies, district and county policies as an overarching regulatory agency that school nurses must practice under, while being responsible to meet the legal requirements of the Nurse Practice Act-as is required by the adopted program standards.

Standard 7: Preparation for Health Management Responsibilities Within the School Setting: Although supervision and delegation of nursing tasks such as medication administration, catheterizations and other specialized health care procedures are listed in the course outline for N 503, it is unclear how all these topics can be adequately addressed in one course. These topics need to be addressed in a variety of courses across the curriculum in the school nursing program.

Standard 8: Field Work Experience: The program has indicated that field work preceptors will be oriented to the school nurse standards, but no documentation of how that will be accomplished is available at this time.

Standard 9: Assessment of Candidate Competence: Preceptors in the field of school nursing would complete a candidate's competencies in several areas related to school nursing-detailed in the Compendium of Documental School Nurse Competencies. The program does not clearly delineate how the school nurse will be evaluated by the institution to ensure thoroughly documented evidence that each candidate has demonstrated satisfactory performance on a range of School Nurse Competencies.