Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Occidental College

May 17, 2011

Overview of This Report

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

Common Standards and Program Standard Decisions
For all Programs offered by the Institution

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

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject and Single Subject	19	9	2	8

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

Institution: **Occidental College**

Dates of Visit: **May 15-18, 2011**

**Accreditation Team
Recommendation:**   **Accreditation with Probationary Stipulations**

Rationale:

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

Common Standards
The total team reviewed the nine Common Standards. Six of the standards were "Not Met." Standard 1: Educational Leadership, Standard 2: Unit and Program Assessment and Evaluation,, Standard 5: Admission Requirements, Standard 6: Advice and Assistance, Standard 7: Field Experience and Clinical Practice, and Standard 9: Assessment of Candidate Competence were "Not Met." Standard 4: Faculty and Instructional Personnel was "Met with Concerns." Standard 3: Resources and Standard 8: District Employed Supervisors were "Met."

Program Standards
Two years ago the institution submitted a program assessment document that was reviewed and feedback was provided to the institution. Based on this feedback the institution made a decision to significantly reconfigure their program. The new program was implemented for the first time in 2010-2011. As a result, the CTC has requested that the institution submit a new program narrative in the fall of 2011 after completion of the site visit. After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, supervising practitioners, and employers, the site visit team determined that at this time, the nine program standards for the Multiple and Single Subject Programs are **Met,** two standards are **"Met with Concerns"**, and eight standards are **"Not Met."**

Overall Recommendation – Accreditation with Probationary Stipulations
The accreditation team identified serious and pervasive deficiencies in the institution's implementation of the Common Standards and Multiple and Single Subject Program applicable that substantially impact the preparation of credential program candidates. The team identified issues that prevent the institution from delivering high quality, effective programs. The review

team found that some of the institution's operations are adequate, but the team determined that these areas of quality clearly do not outweigh the identified areas of concern.

Stipulations:
That the institution:
- submit an action plan as determined by the COA describing the institution's plan to address the stipulations and concerns.
- submit periodic Follow-up Reports (30 days, 90 days, as determined by the COA) to ensure that appropriate action is being taken in a timely manner to address the implementation of the action plan.
- The action plan and follow up report must address all standards less than fully met.
- That a revisit take place within one year of the action of the COA.

An institution receiving a recommendation of *Accreditation with Probationary Stipulations* is permitted to continue all accredited credential programs for a period of one calendar year. However, the institution **may not**:
- Propose new programs of professional preparation or expand existing programs.
- Accept new candidates in its multiple and single program until the stipulations have been removed

Further, the institution is required to:
- Notify all current candidates in writing of the institution's accreditation status.
- Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team.

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

Initial/Teaching Credentials
Multiple Subject
Single Subject

Staff recommends that:

- The institution's response to the preconditions be accepted.

- Occidental College 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

Team Leader:	**Margaret Parker** California State University, Dominguez Hills
Common Standards Cluster:	**Jill Hamilton-Bunch** Point Loma Nazarene University
Basic/Multiple and Single Subject:	**Sharon Brockman** Mt. Diablo USD
Staff to the Visit	**Terry Janicki,** Administrator

Documents Reviewed

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results

Meeting Minutes
Biennial Reports
Schedule of Classes
Advisement Documents
Faculty Vitae
Websites

Interviews Conducted

	TOTAL Interviews
Program Faculty	12
Institutional Administration	5
Candidates	17
Graduates	10
Employers of Graduates	3
University Supervisors	7
Supervising Practitioners	6
Advisors	12
School Administrators	2
Credential Analysts and Staff	1
Advisory Committee	11
Total	86

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

Background Information
Occidental College is located in east northeast Los Angeles between Eagle Rock and Highland Park. The College – whose mission emphasizes "Equity and Excellence" enrolls around 1,800 mostly residential students representing a diverse group of race and ethnicities and first generation students. The Education Department in particular reflects a very diverse student and faculty population. The small campus ensures a small student-teacher ratio (12:1) that permeates all disciplines and majors. The Education Department courses reflect this small course ratio as well.

Education Unit
The Department of Education offers both a multiple and single subject state approved teacher credential program whose student teacher enrollments vary from 20-30 candidates in any given year. These candidates include both undergraduate and graduate students. The Department also offers a Masters of Arts in Teaching (M.A.T.) which enrolls anywhere from 10-20 selective graduate students. Additionally, the Education Department enrolls approximately 65 students *minoring* in Education who are at various stages of their undergraduate education matriculation and represent for the most part the teacher credential program pipeline.

All Department of Education programs are supported by a state-of-the-art curriculum library which contains technology and classroom (K-12) support resources, in addition to the campus-wide resources. Further, the Department hosts the state Foreign Language Program (CFLP) and runs a Community Literacy Center. In the latter case, local elementary and middle school students receive instruction after school from trained Occidental College students who receive 2-units for this ED140 Tutoring course.

There are six full-time faculty in the Education Department with four being on the tenure track. The faculty represent a most diverse group of scholars whose research interests range from high stakes testing, critical pedagogy in math and science for Black students and English Learners, to ethnographic research into classroom student discourse patterns.

Table 1
Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted
Multiple/Single Subject	13	15

The Visit
The visit to Occidental College began on Sunday, May 15, 2011 at noon. A team meeting, document review and orientation to the programs offered by the institution took place on Sunday afternoon at the campus. In addition, team members began interviewing stakeholders. Data collection continued on Monday and through Tuesday. On Tuesday morning, the team lead presented the Mid-Visit Report to the Department Chair. Tuesday evening the team met to discuss all standards and programs. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held on the campus at 11 a.m. on May 18, 2011.

Common Standards

Standard 1: Educational Leadership   **Standard Not Met**

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

Finding

According to the institution's common standards report, documents, and presentation by faculty leaders, the Occidental research-based vision for K-12 education centers on principles that include social justice and reflective practice. Interviews with community stakeholders, candidates, program completers and faculty confirmed that Occidental education candidates are reflective about their educational practices.

According to the institution's common standards report, documents, and presentation by faculty leaders, the Occidental research-based vision that emphasizes the connection between coursework and fieldwork drives the candidates' experiences. However, candidates are expected to secure their own placements in schools for all fieldwork prior to student teaching.

In a review of the submitted documents, the program reported several procedures for collaboration. The team found little evidence of involvement with community stakeholders. In addition, there was little evidence of collaboration as a Unit (i.e. preparation of CTC documents, separate record keeping systems with regard to student progress, remediation for failing students, etc.).

Interviews with faculty, program leaders and university administration indicated that the program has adequate authority and support to achieve the needs of all programs within the School of Education.

The credential analyst and professors interviewed verified verbally and with supporting documents the process followed for submitting credential applications. However, there was no system in place for monitoring or oversight of this process.

Rationale

There was little evidence that the faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of the single and multiple subject programs. In addition, there is no process in place for ensuring that the credential recommendation process is accurately completed.

Standard 2: Unit and Program Assessment and Evaluation

Standard Not Met

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

Findings

Interviews with faculty and program leadership indicated that the program assesses effectiveness through informal discussions and in faculty meetings. However, these discussions were broadly based on student progress rather than on specific, measurable data points.

The biennial report submitted to the CTC in October contained data gathered regarding TPAs, as well as data regarding Student Teaching effectiveness. There was no evidence that the data gathered was systematically reviewed by the faculty and produced reflection leading to program changes and improvements.

The team found no unit-wide assessment system for collecting and analyzing data.

According to the institution's common standards report, documents, and presentation by faculty leaders, several sets of data are collected throughout the candidate's program. However, in interviews with faculty, minutes of faculty meetings, and the biennial report, these data sets are not used for ongoing evaluation of program effectiveness.

Rationale

The team did not find evidence regarding unit-wide analysis and use of data for ongoing program and unit evaluation and improvement.

Standard 3: Resources

Standard Met

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

Findings

Interviews with faculty and program leadership indicate that the program allocates resources consistently to provide for effective operation of all programs. Interviews with the Occidental Dean and the Department of Education Chair verified that the Department of Education program receives an equitable allocation of the college's budget. Faculty interviewed agreed that they receive sufficient resources to offer their classes and all aspects of program support for candidates and described having full staff and faculty resources.

The Department of Education is housed in a building with ample resources for offices and classrooms.

Candidates have access to all libraries at Occidental. In addition, the candidates are provided significant access to online resources.

Interviews with faculty, current students and program completers indicates that candidates have sufficient information and resources to meet their program needs.

Interviews with faculty and school administration indicate that a process is in place to determine resource needs.

Standard 4: Faculty and Instructional Personnel   **Standard Met with Concerns**

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

Findings
A review of the submitted common standards document, faculty vitae, and interviews with faculty indicate that qualified persons are employed to teach all courses and provide field-based experiences.

A review of the submitted common standards document, faculty vitae, and interviews with faculty indicate that faculty understands the context of public schooling and model best professional practices and scholarship.

Social diversity concepts are paramount among the faculty scholarly products and the faculty themselves reflect linguistic and ethnic diversity.

A review of syllabi and interviews with faculty, current candidates and program completes shows that faculty has a thorough grasp of academic frameworks and accountability systems in public schools.

A roster for the Teacher Education Advisory Board (TEAB) was provided. The department chair and faculty interviewed stated that this board is in a state of reorganization. The TEAB met only once during this academic year. There was no record of attendance and no evidence of action taken related to topics of discussions at this meeting. There was no interview scheduled with the TEAB. It appears that a member or two of the TEAB were interviewed during the visit, but the team was unaware that the individuals were members of the TEAB and the team was not able to gather any information from the TEAB."

A review of the submitted common standards document and interviews with faculty shows that the institution provides support for ongoing faculty development.

A review of the submitted common standards document and interviews with program leadership indicate that the unit regularly evaluates the performance of all instructional faculty and staff.

Rationale
The team did not find sufficient evidence of regular and systematic collaboration with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.

Standard 5: Admission

Standard Not Met

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

Findings
For those candidates entering the multiple and single subject teaching programs as fifth-year candidates, there is a formal admission process that includes application, letters of recommendation, etc. However, the stated deadlines and criteria were not found to be consistently applied. In addition, there is no stated procedure for accepting candidates who do not meet the admissions criteria.

For those candidates who are undergraduates and are already admitted to the university, there is no formal process of admission to the Department of Education until they move into graduate student status. This usually takes place immediately before the final phase of student teaching when all coursework has been completed.

A review of the submitted common standards document and interviews with faculty and candidates indicates that there are multiple measures used in the admission process. However, the submitted document and interviews with candidates indicated that these measures may not be consistently applied. The submitted document states "*candidates whose GPA is lower than expected must demonstrate potential for academic and teaching achievement in order to be accepted into the program*". In interviews with candidates and faculty, both groups were unsure of how this standard is measured.

A review of the submitted common standards document, candidate applications and interviews with faculty and candidates indicates that the unit determines appropriate experiences and personal characteristics for candidates. However, since application to the program takes place immediately before student teaching, candidates have completed all coursework prior to the application process.

Rationale
The team did not find sufficient evidence of regular and systematic application of admissions criteria and procedures.

Standard 6: Advice and Assistance

Standard Not Met

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

Findings

Candidates who enter the multiple and single subject programs as fifth-year candidates are assigned an advisor at the beginning of their program. However, undergraduate candidates are not officially assigned an advisor in the Department of Education until they move into to graduate status which as is described in Standard 5 is just prior to student teaching. As a result, there was not a consistent advising system offered through the Department of Education for undergraduate students.

Some candidates interviewed stated that they were not advised by faculty of the requirements for credentialing until late in their program.

A review of submitted documents and candidate and program completer interviews indicates that information is available to all candidates; however, candidates report a lack of systematic dissemination of this information by advisors.

Although there is a system for discussing faculty concerns regarding candidates, there is not a formal, articulated system for monitoring and retaining candidates.

The submitted common standards document states as follows:

> *The application process is designed to identify the strengths and weaknesses of each candidate. It allows us to admit candidates with "conditions" to advise them early on of the need to raise their GPA, to complete prerequisite courses, to pass professional examinations, etc. Some candidates are admitted to the credential program provisionally, with the caveat that they must achieve exceptionally well in the first education course for which they enroll, and then continue to maintain that academic standard.*

However, interviews with candidates and program completers show that only those who are admitted as fifth-year candidates apply for admission prior to coursework. As a result, several program completers indicated that they did not receive advising from the School of Education.

Rationale

The team did not find sufficient evidence of regular and systematic application of criteria to retain candidates who are suited for entry and advancement in the education profession.

Standard 7: Field Experience and Clinical Practice   **Standard Not Met**

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

Findings
Although the submitted common standards document states,

> *Arrangements for field placements for courses prior to student teaching are made by collaborative decisions between the professor of the course, the student, the school administrator, and the particular classroom teacher. Letters explaining the fieldwork requirements are sent to administrators and teachers, often accompanied by copies of the Fieldwork Assignment Package and course syllabi. Some administrators prefer to make the individual placements, requiring only a list of the students, the grade or subject they prefer, and their schedules. Other administrators prefer the professor to request particular teachers. In any case, frequent oral and written communication characterizes this process including teacher evaluations of the Oxy students' fieldwork experience.*

Interviews with current candidates, program completers and faculty did not verify this information. All candidates interviewed stated that, although certain tasks were required in each fieldwork experience, there was no formal system for articulation with schools and teachers.

Although the submitted common standards document stated a formal process for fieldwork placement, interviews of candidates and faculty and a review of syllabi confirmed that candidates were responsible for finding their own placements for fieldwork.

Although evidence was found of close collaboration for implementation of Student Teaching, no evidence was found that partners collaborated in the design and sequence of Student Teaching.

The submitted common course document and interviews with faculty, candidates and program completers confirm that, student teaching, candidates have opportunities to address issues of diversity as well as develop research-based strategies for improving student learning.

Rationale
The team did not find sufficient evidence of regular and systematic collaboration with partners to design and evaluate a planned sequence of field-based and clinical experiences.

Standard 8: District-Employed Supervisors   **Standard Met**

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

Findings

A review of the submitted common standards document as well as interviews with district-employed supervisors shows that all are certified and have applicable experience to perform the services authorized by the credential. Based on evidence gathered during the interview process, supervisors are also selected based on their knowledge and experience in implementing the academic content standards in their instruction, and also based on the Occidental advisors' evaluation of the potential for an optimal personal match between candidate and supervisor.

Documents indicate that the training materials for supervisors and the handbooks specify the responsibilities and duties of the supervisory role. Evidence indicated that informal orally-transmitted evaluation of the supervisors is consistently occurring. In addition, candidates are given the opportunity to evaluate both university supervisors and master teachers.

Standard 9: Assessment of Candidate Competence Standard

                                        Standard Not Met

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

Findings

Interviews with master teacher and school administrators where student teachers are placed consistently indicate that the quality of candidates prepared by Occidental programs is generally high.

Several measures of candidate performance are used such as Evaluation of Student Teachers by Mentor Teachers and Evaluation of Student Teachers by College Supervisors to determine candidate proficiency.

The scope of the pedagogical assignments addresses the TPEs as they apply to the subjects to be authorized by the credential; however, the assignments used in coursework are not similar in nature to the TPA tasks and thus do not prepare the candidate for the teaching performance assessment (TPA).

The Biennial Report indicated that all candidates (both Multiple and Single Subject) who attempted a task passed it. Thus the Biennial report indicated that students are prepared to complete the tasks successfully. Data also indicate that no candidates took more than one attempt to pass the tasks. However, a review of TPA data by the site visit review team directly contradicted these statements. The reviewed data indicated that many candidates do not complete the program, and are not awarded a credential because of incomplete submission of the TPA.

For Multiple and Single Subject programs the required way to measure candidate competence is passage of the TPA. The program is not meeting the standards related to the design and implementation of the Teaching Performance Assessment. The program is not preparing candidates with the knowledge and skills necessary to successfully complete the TPA. The team found few opportunities within the program for candidates to prepare for completing the TPA tasks/activities.

Rationale
The team did not find sufficient evidence that assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Occidental College Program Accreditation Report
MS and SS Credential Program

Program Design
According to documentation submitted by the Education Department, the department's mission is to prepare students to be excellent urban educators. The students' course of study focuses on pedagogy, content and advocacy for equity and social justice.

Interviews with faculty and a review of syllabi for foundation and content courses indicate that Social Constructivism undergirds the program. Assignments, including readings, focus on social justice theory.

Evidence indicates that lack of communication within the department appears to be an issue. According to interviews, components of the program such as Student Teaching, TPA Coordination, and Response to Standards were delegated to one or two faculty members, primarily junior or non-tenure track faculty. There were concerns from some faculty that other faculty members do not consistently attend department meetings.

During the past two years, the department responded to feedback from the CTC regarding program assessment, which resulted in a revision of the Multiple and Single Subjects Programs. Data used to make the changes included surveys of students and discussion among faculty. It was stated in the Common Standards document submitted to CTC that the Teacher Education Advisory Board (TEAB) had not met in the last year, and therefore, no formal evidence exists of district personnel input in the development of the revised Multiple and Single Subjects programs. Additionally, some part-time faculty who supervise student teachers, were not aware of the changes of the program.

The current Multiple and Single Subjects programs were revised and are now in the first year of implementation. Two faculty were primarily responsible for writing to the program standards, and syllabi were written by the faculty who teach each course. Evidence was not available demonstrating that the new syllabi were reviewed by all faculty for program coherence and possible duplications.

The revision includes division of content throughout three distinct areas of study: Foundation Courses, Content Courses, and Student Teaching Modules. Students enter either as undergraduates or as graduate students in a Master's program. Occidental's preliminary credential program begins with Foundational Coursework taken by both multiple and single subject candidates. During the second part of the program, in Content Area Methods Courses, candidates specialize in multiple subject or single subject areas. The program culminates with Student Teaching and Seminars, also divided into Multiple Subjects and Single Subject programs.

Course of Study
The new sequence of coursework appears developmental, from foundation to content and from field experiences through student teaching. As this revised sequence finishes for the first time in June, data is not yet available indicating the effectiveness of the entire program. No formal evaluations exist that analyze data across the program at the end of the first semester. The faculty indicates that surveys will be completed online by student teachers, supervising teachers,

and university supervisors. In preliminary discussion, most candidates who were interviewed stated that they found the course sequence to be appropriate. However, some stated that the course workload could be overwhelming when taking two or three courses at the same time. In particular, some current candidates indicated that the workload was excessive for 2-unit courses.

Fieldwork is embedded in each Foundation and Content Area course. Students, faculty and a review of syllabi indicated that students were responsible for securing their own fieldwork placements. If they are not able to find a placement, they are given a large list of schools throughout the area, ranging over several districts. There is not a standard fieldwork handbook across the sequence of field experience. The hours for fieldwork range from 20 to 36 hours per course, with more than 100 hours of fieldwork being required in some semesters. Some candidates and faculty indicated that the total number of required hours are rarely completed, as professors willingly help candidates by allowing them to count fieldwork hours for more than one course. All fieldwork information is submitted to individual faculty and a record of completed fieldwork is not stored in the student's central file consistently. An evaluation from the fieldwork teacher is given to the student to return to the course faculty member. Some faculty require a form to be signed by the teacher at the fieldwork site, while other faculty accept a handwritten letter from the teacher. The team did not see evidence that showed how these evaluations are used in determining whether the student should continue in the credential program.

The syllabi of all courses show required readings that focus on the content of the course as well as a Social Justice philosophy. Some candidates state that they feel well prepared to discuss the philosophy of Social Justice but would like more actual examples and sample lessons from faculty on how to teach English Learners and Special Education students. Cooperating Teachers indicated that while candidates had a strong social justice orientation, many were not adequately prepared to provide lessons which demonstrated they had the skills to differentiate instruction for English Learners and Special Education students. Many candidates felt that the Occidental Lesson Plan Template made them "think through" all parts of their lesson, including working with special groups. However, several part-time university supervisors and some candidates say that the lesson plan is not used except in Occidental course assignments and for formal observations during Student Teaching.

In the Spring Semester of senior year (first year for graduates), candidates complete half-day student teaching from January through April and a full-day student teaching placement, for six weeks during May and June. All candidates indicated that they complete a form and attend a meeting with the faculty member assigned to place student teachers. Many candidates describe this meeting as a cursory discussion of the student's goals, fieldwork already completed, and the type of classes desired for student teaching. All faculty, candidates and university supervisors state that candidates are to be seen once a week during the half-day placement and weekly during full-day placement. Candidates with part time university supervisors said that they were visited every other week during half-day placement and every week during full-day placement. Some candidates with full-time faculty as university supervisors said that the actual visits were less frequent.

Although undergraduate candidates may start education courses as early as their sophomore year, students report that they often do not receive information of requirements until late in the

program. Credential requirements are cited in the Student Teaching Handbook, which is distributed just prior to the Student Teaching semester.

Candidate Competence
Candidates are evaluated within the individual foundation and content courses through assignments and tests. Fieldwork evaluations are included in individual coursework. All assessments and evaluations for a course are kept by the individual faculty. There is no evidence of collaboration between the courses or full candidate evaluation at the end of the foundation or content coursework.

An orientation is held in fall for MAT candidates. These students receive handouts about the program and TPAs. Undergraduate students may attend this orientation. A zero-unit course is offered for each TPA so that candidates may meet with a faculty member to develop their TPAs. This course is required, but several students said that they did not attend regularly. Many multiple subjects candidates report that the RICA is extensively discussed in the Reading and Language Arts course. Many candidates cited the Credential Analyst as the person who advises students individually, reviews any other assessments required, such as CBEST and CSET, and ensures completion of milestones in a timely manner.

Findings on Standards:
Since the Occidental Multiple and Single subject programs have recently undergone transitions to address the MS and SS program standards, a panel of BIR reviewers will conduct a full program assessment within one year of implementation of the newly transitioned program to determine if the narrative response is aligned with the adopted Program Standards.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined as indicating in the findings above that ten program standards are "Met", two standards are "Met with Concerns", and seven standards are "Not Met."

Standards Met with Concerns:
- Standard 1: Program Design
- Standard 9: Equity, Diversity, and Access to the Curriculum for All Children.

Standards Not Met:
- Standard 2: Communication and Collaboration
- Standard 4: Relationships Between Theory and Practice
- Standard 12: Preparation to Teach English Learners
- Standard 13: Preparation to Teach Special Populations
- Standard 14: Learning to Teach through Supervised Fieldwork
- Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations
- Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes
- Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support