

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Concordia University Irvine**

**Professional Services Division
May 2012**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Concordia University Irvine (CUI). 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 of **Accreditation** is made for this institution.

Common Standards Decisions for all Programs Offered by the Institution

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	19		
Single Subject	19	19		
Education Specialist Mild/Moderate	22	22		
Preliminary Administration	15	15		
PPS School Counseling	32	32		

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: Concordia University Irvine

Dates of Visit: April 15-18, 2012

**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

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 2 (Unit and Program Assessment and Evaluation) which is **Met with Concerns**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each CUI credential program. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The consensus of the team is that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and conducted interviews with institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Council members. Due to the fact that all Common Standards are met, with the exception of Common Standard 2 which is **Met with Concerns**, and that all program standards are **Met**, the team unanimously recommends an accreditation decision of **Accreditation**.

Rationale: The portion of Common Standard 2 that is met with concerns should be addressed during the next Biennial Report. This will allow time to implement the current plan to collect, analyze, and utilize data from across the unit.

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

Initial/Teaching Credentials

Multiple Subject

Single Subject

Education Specialist Mild/Moderate
Preliminary

Advanced/Service Credentials

Administrative Services
Preliminary

Pupil Personnel Services
School Counseling

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Concordia University Irvine be permitted to propose new credential programs for approval by the Committee on Accreditation.
- During the next Biennial Report Concordia University Irvine provide a response that addresses Common Standard 2 issues identified in this report and demonstrates that the unit assessment system is being fully implemented.
- Concordia University Irvine 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:

Mel Hunt
St. Mary's College

Common Standards Cluster:

Mel Hunt
St. Mary's College

Corey McKenna
Point Loma Nazarene University

Programs Cluster:

Eric Bull
William Jessup University

Mindy Sloan
Bridgepoint Education, Inc

Staff to the Visit:

Katie Croy
Consultant-Commission on Teacher
Credentialing

Terri Fesperman
Consultant-Commission on Teacher
Credentialing

Documents Reviewed

University Catalog
Common Standards Report
Candidate Files
Portfolios
Biennial Reports and Feedback
Schedule of Classes
Faculty Vitae
College Budget Plan
Meeting Agendas and Minutes
Action Research Projects
Needs Analysis Results (EdSp)
CUI Website Documents

Program Handbooks
Course Syllabi
Fieldwork Handbooks
Program Assessment Feedback
Field Experience Notebooks
Advisement Documents
Program Summaries
Survey Data
TPA Data
Annual Report
Program Handbooks

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	16	132	148
Completers	2	25	27
Employers	6	10	16
Institutional Administration	20	2	22
Program Coordinators	2	20	22
Faculty	33	32	65
TPA Coordinator	2	6	8
Advisors	12	20	32
Field Supervisors – Program	2	35	37
Field Supervisors - District	1	10	11
Credential Analysts and Staff	2	5	7
Advisory Council Members	6	6	12
Totals	104	303	407

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.

Institutional Information

Concordia University Irvine (CUI) will complete its 36th academic year in 2012. The university can look back on a history of growth and development in a challenging and competitive environment. Founded in 1972 as a liberal arts college affiliated with The Lutheran Church-Missouri Synod (LCMS), Christ College Irvine admitted its first class of 36 students in 1976, served by five full-time faculty members. It was first accredited by the Western Association of Schools and Colleges in 1981 and has maintained its accreditation successfully since that time. The institution's name was changed to Concordia University Irvine in 1993 by a vote of the Board of Regents, responding to a 1992 decision by the sponsoring church body to incorporate its ten colleges and universities into the Concordia University System.

The institution's 70-acre main campus, located on a beautiful hilltop overlooking Orange County and the Pacific Ocean, includes about 20 buildings and athletic facilities and is home to nearly 1,000 residential students. The institution also operates regional centers in the Los Angeles and Temecula areas and offers several online and blended-modality degree programs. In fall 2011, the institution served over 1,500 undergraduates, including 1,257 in its traditional baccalaureate

program. It also enrolled over 1,500 graduate and post-baccalaureate students. The institution has 105 full-time and resident faculty, about 200 adjunct faculty and 200 full-time and part-time staff, an annual operating budget of approximately \$46 million, and an endowment valued at approximately \$13 million.

CUI has grown rapidly in size and scope. Today, the institution serves over 2,500 students, offering 26 undergraduate majors in its bachelor’s degree programs, an associate of arts degree and 8 masters degrees. The institution is organized into four schools: the School of Arts and Sciences; the School of Business and Professional Students; Christ College (the school of theology and church professions); and the School of Education (SOE). The institution offers undergraduate and graduate degrees in theology and church work preparation in keeping with its Lutheran heritage, identity mission. It also offers a broad range of liberal arts and professional degrees. The two largest graduate programs are the Master of Arts in Education and the Master of Arts in Coaching and Athletic Administration.

In 2008, working together, faculty, staff, students and board members participated in a strategic planning process that developed the following vision statement: “Concordia University will be among the finest, distinctively Lutheran liberal arts universities in America, preparing wise, honorable, cultivated citizens, informed by the Gospel of Jesus Christ, for the Church and world.” The institution’s mission statement reads as follows: “Concordia University Irvine, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.”

Aligned with the institution’s Mission and Vision, the Purpose statement for the unit reads: “The School of Education prepares professional educators with the knowledge and skills that strengthen their contributions to the communities they serve, by demonstrating exemplary leadership and promoting life-long learning.”

Table 1
Program Review Status

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted (2011-12)	Agency Reviewing Programs
Multiple Subject	47	43	CTC
Single Subject	24	30	CTC
Education Specialist: Mild/Moderate	n/a	11	CTC
PPS: School Counseling	n/a	6	CTC
Preliminary Administration	162	407	CTC

The Visit

In spring 2011, Commission staff began working with CUI representatives to plan for the visit. In January 2012 a phone conference was held with CUI and staff to handle planning details for travel and lodging for the site visit. In February 2012, the CTC consultant and the team lead visited the institution for the two month out pre-visit. Telephone conferences and email contacts were made between Commission staff and institutional personnel on a monthly basis. The site visit began on Sunday, April 15, 2012 at noon, with four team members, the team lead, and two consultants. Interviews began Sunday and continued through Tuesday with the visit concluding at noon on Wednesday. On Tuesday morning, a Mid-Visit Status report was shared with the SOE Dean. Consensus was reached by the team on Tuesday evening regarding all standard decisions and the accreditation recommendation. The exit report was presented at the university at 11:45 a.m. on Wednesday, April 18, 2012.

Common Standards

Standard 1: Educational Leadership

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.

Findings

Interviews with all levels of leadership at Concordia University Irvine (CUI) stated that the School of Education (SOE) is at the heart of the institution's mission and vision. The President remarked that the university was best known in the community for its SOE and noted the impact its graduates have had on local K-12 schools. SOE administration and faculty have developed and articulated a joint vision for the SOE at the unit level. The vision has increased focus at the program level due to additional faculty input. While also providing service to the international Lutheran school system, the SOE ensures that every program fully incorporates all relevant California program standards and curriculum frameworks.

During interviews, members of the administration, faculty and staff often cited the vision of the SOE as one of the main sources of their motivation. In addition, many candidates noted that they felt the program in which they were enrolled exhibited clear aspects of the vision. Outreach to the local community is a strong focus of both faculty and candidate research, best demonstrated by the SOE participation in the Village of Hope, a tutoring program for homeless children.

Both CUI and the SOE have an organizational structure that allows faculty and staff to participate in the design and governance of all professional preparation programs. The Dean maintains a comprehensive Advisory Council for all the SOE credential programs that meets on a regular basis.

Interviews with CUI leadership fully confirmed the support given to the SOE Dean by the senior administration. Even at a time of reduced enrollment, the university has provided resources to start two new credential programs (Pupil Personal Services: School Counseling [PPSC] and Education Specialist Mild/Moderate [M/M]). In addition, within the next 18 months the SOE plans to begin offering both the first doctorate level program at CUI as well as a masters level program of technology in education. The SOE also has applied to WASC to obtain approval to open two new regional centers to expand the Preliminary Administrative Services program.

The SOE has an effective credential recommendation and monitoring process. The credential analyst's professional development and on-going training is strongly supported by CUI. She has been a board member of the Credential Counselors and Analysts of California (CCAC) for several years and regularly attends the CCAC Fall Conference. In cooperation with other CUI faculty and staff, she has developed a rigorous system of checkpoints to ensure that no candidate advances in the program without meeting all requirements. The credential recommendation process is shared with the appropriate program director and the Dean, verifying that only qualified candidates are recommended. Once the new credential recommendation system is implemented by the Commission, the SOE intends to use it to develop an even more intensive monitoring process.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

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

Based upon interviews with faculty and staff and documents reviewed, the team found that the credential programs in the SOE have each developed a number of significant data collection points that are used to determine candidate competence and program effectiveness. The basic teaching credential programs have chosen to use the CalTPA as their Teaching Performance Assessment. (The CalTPA Tasks 3 and 4 have been adapted for use in the Education Specialist program.) Program faculty make extensive use of the four CalTPA task results in determining the current level of candidate competence. In particular, the use of first-time pass rates for each task is used to monitor the effectiveness of instruction at each stage in the program. The Preliminary Administrative Services Credential (PASC) program has developed strong writing and action research strands throughout the program's coursework. The candidate's progress is assessed at each stage to monitor candidate competence. Ultimately, the capstone project serves as the measure of the candidate's competence for recommendation for the credential.

Both the SOE and CUI have recently taken steps to increase the institutional capacity to collect and analyze data for program improvement. The University has invested in, and is beginning to install, a software package that will significantly increase institutional capacity to collect and use data. In addition, for the first time a Data Analyst has been hired for the campus.

Interviews with faculty and administration, which were confirmed by document reviews, provided evidence that all the programs regularly and effectively use data to determine candidate competence. The programs also provided examples of improvements made as a result of the data the program collected. The SOE is working toward instituting similar processes at the unit level.

Rationale for Standard 2 Findings:

Interviews with the SOE administration and faculty and review of documentation provided, indicated that while the use of data for improvement at the program level was evident, the use of data at the unit level was not present. In the 2011-2012 academic year the SOE began to collect data at the unit level on the program admission process, the program exit surveys, and the candidate evaluation of course instructors. However, the analysis of the data for the first two areas will not begin until Summer 2012 and the course instructor data will not be available for analysis until recently purchased software is integrated into the institutional digital infrastructure. The Dean and the SOE administration outlined plans to address data analysis and utilization at the unit level.

Standard 3: Resources

Met

<p>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.</p>
--

Findings

The institution provides the unit with sufficient funding to meet the SOE's need for instruction, highly qualified faculty, adequate facilities, support staff, and sufficient resources to maintain successful programs and to effectively prepare candidates for educational careers. Stakeholders stated that candidates are selected on several criteria such as the depth and breadth of knowledge, teaching effectiveness, ability and skills in connecting and communicating with students. Across all programs, faculty are well-qualified to serve as instructors.

The allocation of funds is adjusted by the unit to meet the demands of increased candidate enrollment and to cover all additional unit expenses needed as candidates matriculate through the programs. Admissions advisors in both the teacher and graduate credential programs commented that they contact candidates regularly by telephone or email to maintain services as candidates move through the application and registration processes and also as they matriculate through program coursework. Furthermore, faculty are supported by the unit to attend and present at conferences and workshops in their disciplines to enhance their expertise. Some faculty members are assigned weight load to supervise student teachers in field placements, and depending upon the number of student teachers each semester, the unit also hires adjuncts for university supervision.

Candidates in the teacher and graduate credential programs are supported in their studies with sufficient information resources and strong guidance from faculty and staff who meet regularly with candidates to discuss program needs, to provide academic support and to offer consultation on important issues. The university offers a variety of resources including the CUI Library,

Instructional Technology Department, and the Center for Excellence in Learning and Teaching (CELT). These services provide support for candidates across multiple regional centers and candidates receive an orientation on these services in one of the first classes in their respective programs. Some candidates in the teaching and graduate programs expressed difficulty in accessing resources, such as library technology services. To address this concern the institution has hired a library technician who travels to all regional centers to meet with candidates and faculty to orient the candidates on library services. A plan is in place to hire more librarian technicians to service each regional center location.

Each program within the SOE must use the Program Review Report for an Academic Program located in the university's program evaluation handbook, A Framework for Assessment of Student Learning and Academic Programs: A Work in Progress. The unit plans and implements periodic meetings and reports to monitor and adjust for all resources needed to support programs.

Standard 4: Faculty and Instructional Personnel

Met

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

Findings

Faculty members' backgrounds demonstrate a substantial depth of educational experiences and expertise in both public and private teaching. They are assigned to teach courses in their particular areas of expertise. With the breadth of faculty experiential training found in documents and through interviews, it was evident that faculty members are able to share with candidates an understanding of the context of public education. They have attended professional development workshops, and in fact, most have been presenters and speakers at workshops and conferences. Some are involved in community service projects, such as the Orange County Rescue Mission and Village of Hope, as observed in the welcoming session.

Faculty are assigned to teach undergraduate and graduate courses that align with their professional and educational expertise. For example, faculty in the administrator preparation program hold a current Administrative Services Credential and are experienced school administrators.

The institution actively recruits faculty members from a diverse pool of applicants. Furthermore, during the past six years, the institution has deliberately broadened its recruitment efforts for

faculty and staff positions to reach a more diverse audience. According to documents provided by the university and interviews with university administration, approximately 25% of the faculty are from diverse backgrounds. The university is also holding a National Hispanic Fair as a way to actively recruit candidates, faculty, and staff.

The faculty have demonstrated, as indicated by their educational backgrounds, a wide range of successful experiences working in educational settings with diverse and exceptional students. For example, faculty participate in an exchange program with a university near Nagoya, Japan

The unit has consistently been involved in the standards-based movement at the university level, and faculty teach the importance of academic standards and frameworks to all teacher candidates. For example, the unit planning courses, EDUC 401 and EDUC 501, are specifically designed to present to the candidates the opportunity to prepare effective lesson plans, deliver the lessons with appropriate activities, and assess the effectiveness of the teaching and learning model.

Faculty meet with members of school districts and organizations throughout the community to collaborate on common issues and concerns, to discuss new program developments, and to work together to improve teaching models for all credential candidates, which enhances the unit's educational programs. In addition, the Advisory Council is composed of faculty and community representatives. The Council meets twice a year to receive updates on new program initiatives at the university and to discuss the importance of building partnerships to meet the needs of stakeholders. The unit is currently working with new P-12 school districts to increase the number of available placements in classrooms with diverse populations.

Once faculty members have completed seven years of full-time academic service to the university, they are eligible to apply for a sabbatical leave. Administration and faculty stated that the university has an expressed desire for all faculty to hold terminal degrees. Therefore, support is given to those who do not possess a terminal degree but wish to pursue advanced studies. Through interviews with current faculty and administration the team learned that faculty are also supported by the unit to attend conferences and workshops in their disciplines to enhance their expertise in a particular area and often present at conferences in the community and across the country.

Candidates complete course evaluations at the end of each course. The Dean reviews them and discusses the results with each instructor during yearly evaluation meetings. Should a problem arise, the Dean addresses it immediately. New adjunct faculty are evaluated midway through the semester. Full-time faculty are observed once a year in a three-year renewable contract period. Field supervisors are also evaluated at the end of each placement and reviewed by the Director of Student Teaching.

Standard 5: Admission**Met**

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

Findings

The SOE and CUI have well-defined admission criteria and procedures for both undergraduate and graduate credential programs. Each applicant is evaluated on the basis of the criteria appropriate for the program.

The SOE admission teams consider several factors when evaluating candidates for admission and use the following multiple measures to encourage and support applicants from diverse populations: GPA, writing conventions, interviews, pre-professional experiences, letters of reference, and/or an autobiographical essay. Admissions staff attend graduate fairs to try and attract diverse candidates and also work with K-12 districts in the regional center geographic areas. The new Diversity Coordinator heads a recently established committee that is investigating concerns identified in the 2011-2012 academic year data to increase the recruitment and retention of Latino candidates.

One recruitment strategy is to locate regional centers in under-represented areas within the state. Prospective undergraduate candidates are recruited internally through targeting high school sophomores who fit admission criteria for the university. The university admissions team also travels to communities throughout California to meet with prospective undergraduate candidates.

The unit's programs seek to admit candidates who will be effective working in California school settings and enhance and enrich the lives of students. Each program provides multiple measures to determine if applicants have the personal qualities and pre-professional experiences that suggest strong potential for success and effectiveness.

Standard 6: Advice and Assistance**Met**

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

Findings

All applicants, once admitted to a credential program, are assigned an advisor who is available to provide assistance and advice about academic, professional, and personal development issues. Advisors effectively communicate with all candidates as they enter each program to explain the criteria established for individual candidate competency, and to ensure that all candidates understand the program requirements for successful completion of the professional teacher preparation program.

Typically, new employees are “oriented” on the duties and responsibilities of the position. Faculty members who attend monthly faculty meetings and who are regularly informed of program entry and exit requirements are also assigned as academic advisors. Throughout the program, advisors assist candidates with their questions and needs.

The unit provides multiple avenues for current and prospective candidates to access program specific information. This information includes: a university catalog and university website, program handbooks, information packets, post-baccalaureate admissions packets, information sessions, program advising sessions, and unit communication.

During interviews, library personnel, resource support personnel and others stated they are prepared to assist candidates. Candidates at regional centers stated that personnel from the main campus attend the first class of a new cohort to orient candidates.

CUI offers a variety of services to its candidates needing academic or personal assistance:

The Learning Services Center provides reasonable accommodations for qualified candidates with disabilities so that they can participate in the university’s educational programs and activities.

The Writing Center provides one-on-one assistance for all writing needs.

Counseling provides personal counseling.

Financial Aid provides financial support and has the responsibility of gathering all paperwork from the candidates to complete their financial aid files.

Each credential program has been designed and sequenced with checkpoints throughout the specific program, providing evidence to verify candidates’ mastery of required competencies. Each of these checkpoints also serves as a way to guide program staff, faculty, and program directors to provide advice and assistance to their program candidates. Interviews with the faculty, university supervisors, and staff indicate a remediation plan would be implemented. In instances when remediation is not successful, candidates are counseled out of the program.

Standard 7: Field Experience and Clinical Practice**Met**

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

Findings

Information gathered through interviews with SOE leadership, faculty, and staff, as well as obtained through a review of documents, indicates a planned sequence of field-based and clinical experiences. These experiences support candidates to develop and demonstrate knowledge and skills consistent with this standard. Field placements, including student teaching and practicum, are evaluated by candidates, cooperating teachers, and university supervisors at the end of each experience. The Education Specialist and School Counseling programs began in Fall 2011. Each of these programs has a plan in place to evaluate field experiences and student teaching or practicum when candidates reach those points in the program. The Education Specialist program is coordinating with the Multiple and Single Subject programs to provide effective field experiences.

Constituent interviews and a review of documents provided evidence that the SOE increasingly collaborates with community partners. School sites are selected based on a number of clearly defined criteria, including location, willingness to serve CUI candidates, alignment with CUI goals, quality of personnel, presence of students of diversity, and adequacy of facilities. University supervision is often delivered by SOE full-time faculty and adjunct faculty. Additional university supervisors, such as retired teachers or former school administrators, are recruited as needed. Site-based supervisors are initially identified by district and school site leadership based on criteria provided by the SOE. These criteria were established in close dialogue with district and school site leadership, teachers in the P-12 setting, and leadership, faculty, staff, and candidates of the SOE.

Candidates confirmed that they are required to master two or three different field experience settings, depending on specific program requirements. At least one experience must include 25% or more of its population of a different ethnicity than the candidate. Classroom teachers or principals must complete a form to verify that each respective experience includes students of diversity. If a setting does not provide adequate opportunities, candidates are required to complete additional observations in other settings that do meet expectations for understanding and addresses issues of diversity. Additional district and school partnerships are being pursued to increase candidates' opportunities to support students of diversity. Interviews and document reviews confirmed this process.

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

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

Findings

Through interviews with program leadership, faculty, and candidates, as well as a review of documents the team confirmed that cooperating teachers and other district-employed supervisors must have at least three years of successful teaching experience. They must also possess the same credential being pursued by the respective candidate and other well-articulated qualifications. The School of Education Student Teaching Policy 414 defines the qualifications for the selection of those who provide school site support. For example, public school cooperating teachers must hold an English learner authorization. Those supporting multiple subject candidates should use instructional approaches and reading methods consistent with the California Reading/Language Arts Framework. Qualifications are communicated from the Student Teaching and Field Placement Offices, the Practicum Coordinator, or the Master of Arts Advisor. Further evidence is provided when candidates have their cooperating teachers complete and return a verification form. Site supervisors seeking to support school counseling candidates will be required to submit verification of a Pupil Personnel Services Credential.

The Field Experiences, Student Teaching, and Practicum Coordinators contact district and/or school site leadership to request the names of potential site supervisors. District and school site personnel work collaboratively with the SOE to arrange placements. Individuals interested in assuming the role of site supervisor must be nominated/approved by their district or school site leadership. Coordinators communicate with district and school site leadership regarding the criteria to qualify as a site supervisor and require that those individuals who are interested in these positions are recognized as effective professionals within their respective fields.

As indicated through interviews with program leadership and site supervisors as well as a review of documents, site supervisors are invited to an orientation that provides information about requirements, expectations, and responsibilities. The information available in program specific handbooks includes the policies and procedures, the rights and responsibilities of the site supervisors and the candidates, and the candidates' assignments. These handbooks are provided to each supervisor prior to the start of the experience. Site supervisors who support the Administrative Services Program can access the Field Work Supervisor's/Site Supervisor's Resource Site on Blackboard. This site includes supervisory resources, documents and forms, and electronic filing of candidate information and assessments. At the completion of each field experience, practicum or student teaching, site supervisors are evaluated by the respective candidates and university supervisors.

Standard 9: Assessment of Candidate Competence**Met**

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

Findings

Based upon interviews with faculty, staff and candidates and supported by a review of documentation, the team found that all candidates successfully demonstrate their knowledge and skills before completing the program. Each of the SOE credential programs is based upon the Commission-approved program standards and incorporates the relevant state curriculum frameworks. All SOE programs place the candidate in multiple and diverse field settings where growth toward the competency required for recommendation can be assessed. There are several checkpoints in each program where candidates who are not successful can either be remediated or, if necessary, counseled out of the program.

The recent introduction of the Education Specialist Mild/Moderate program has strengthened the capacity of the Multiple and Single Subject programs to prepare their candidates to support all students in their classrooms. All programs address the needs of English learners. Each candidate's ability to serve this community is repeatedly measured, in part by the CalTPA assessment in general education credential programs, as well as student teaching placements that include English learners. The Preliminary Administrative Services program integrates the support of these communities through its Signature Assignments.

Candidate files, as well as interviews with faculty and staff, confirmed that all programs in the SOE use multiple measures based upon the program standards to assess candidate competency. Candidates are informed of the requirements necessary for advancement to placement. None is allowed to progress unless these prerequisites have been met. District-employed supervisors have a significant role in the evaluation of candidates based upon their performance in placements. Following the confirming assessment of the university supervisor, the candidate is recommended for the credential only after the program director, the credential analyst, and the dean have reviewed and verified the successful completion of the program.

**Program Standards
Multiple and Single Subject Credential
Concordia University Irvine**

Program Design

CUI's complete Multiple and Single Subject (MS/SS) Credential Programs debuted in Irvine, California in 1982. Aligned with the institution's Mission and Vision, the purpose statement for the unit reads: "The School of Education prepares professional educators with the knowledge and skills that strengthen their contributions to the communities they serve, by demonstrating exemplary leadership and promoting life-long learning." The design of CUI's teacher credential programs and the selection of the course sequence are founded in the University Mission, MS/SS Program Standards, and the Teaching Performance Expectations.

The program contains the major elements that current research suggests—a clear program vision, a coherent, developmental curriculum that emphasizes critical thinking as well as powerful methodology, thoughtful field experience placement and supervision in schools where candidates are likely to be employed.

Interviews with program leadership indicated that CUI's undergraduate program facilitators and faculty work closely with the post-baccalaureate program facilitators and faculty to assist in the effective preparation of undergraduate and post-baccalaureate candidates for admission in the credentialing program. In addition, those enrolled in an undergraduate program may concurrently enroll in the Multiple and Single Subject Credential programs.

Information collected through a review of course schedules and descriptions of the program design as well as interviews with program leadership, cooperating teachers, university supervisors, faculty, completers, and candidates indicated that there are four options leading to the preliminary credential. One of the two undergraduate pathways features a rigorous four-year (including summer and intersession) plan cumulating with a bachelor's degree and recommendation for the preliminary credential. The other undergraduate path allows the candidate to complete student teaching in the semester following graduation. Post-baccalaureate pathways may culminate in the preliminary credential or a master's degree plus a preliminary credential.

The design of CUI's teacher credential program (undergraduate and post-baccalaureate) is comprised of three blocks of coursework and field experiences (one per semester). Block 1 is completed by both Multiple and Single Subject candidates and includes prerequisite and foundation courses. Multiple and Single Subject candidates split up for Block 2 which addresses content-specific course work. The program culminates in a full semester of student teaching in Block 3. The non-cohort aspect of the program enables candidates to progress at a slower pace if they desire. As an undergraduate, the majority of teacher credentialing coursework begins in the junior year but candidates have the option of completing any of the three Block 1 foundational courses beginning as early as their freshman year. CUI has adopted the California Teaching

Performance Assessment (CalTPA) and has integrated all aspects of practice and administration of the TPA into specific courses in the curriculum.

Course of Study: Curriculum & Field Experience

A review of documents and information collected through interviews with program leadership, completers, and candidates revealed that a hallmark of CUI's approach to education is the foundational belief that candidates do not acquire the knowledge, skills, and attitudes of the art and science of teaching unless these skills are modeled. High value is placed on program faculty coaching/modeling the teacher behaviors that will enhance student learning. Course instructors are expected to teach course content using best practice teaching strategies that candidates will ultimately employ in their student teaching and future classrooms. Interview evidence from candidates and cooperating teachers indicated that program coursework provides a strong theoretical framework that translates effectively into practice. Supervising teachers reported that candidates are well prepared to provide differentiated instruction as they enter student teaching.

Candidates in the MS/SS programs complete one field experience in each of the three program blocks. During Block 1, candidates must complete 15 hours focusing primarily on observing and reflecting on the Teacher Performance Expectations (TPEs) as demonstrated by a single teacher. Block 2 enables candidates to be placed in classrooms aligned to their credential area. During the course of 30 hours, the candidates design and implement small and whole group instruction and activities. Reflection and self-evaluation are key components as candidates self-assess their progress and understanding of the TPE. Block 2 includes the first two CalTPA tasks.

To be eligible for student teaching in Block 3, candidates must successfully complete Blocks 1 and 2 along with the passage of the first two tasks of the CalTPA. Block 3 consists of two, eight-week placements during which candidates work gradually toward assuming full planning and teaching responsibilities for their assigned classrooms.

During field experience, candidates are expected to demonstrate progress in meeting the TPEs. Candidates are formally evaluated a minimum of three times during each placement by university supervisors and cooperating teachers and receive regular feedback following planned observations of the candidates' teaching.

Throughout field experiences, candidates receive support and interventions as needed from the university supervisors, cooperating teachers, credential analyst, and advisors. Candidates and program completers report that advice and assistance is readily available and that problems that occur during field experiences are resolved in a timely and effective manner. In the event that more serious intervention is needed, the Field Experience Director will observe the candidates' teaching and assist the site and university supervisor in developing a remediation plan. In the event that changes in placement are necessary during field experience, the Field Experience Director facilitates these changes. Candidates who are not able to successfully complete a remediation plan or whose continued performance does not meet the criteria for effective practice are counseled out of the program

A review of documents and interviews revealed that each candidate has at least one field experience in a public school classroom where 25% or more of the population consists of an ethnicity different from the candidate. A minimum of two English learners and two students with special needs are also required in at least one of the field experiences. Candidates reflect on all aspects of the field experience in their written journals, in discussions with cooperating teachers and with university supervisors, in their program logbooks, and with their colleagues in the cohort.

The Student Teaching Handbook outlines the roles and responsibilities of the student teacher, university supervisor, and cooperating teacher. The handbook explains the TPEs, the evaluation process, and the process for reporting and documenting problem behaviors. Policies and procedures for formative and summative evaluation and the sequence of steps for resolving unsatisfactory progress are also outlined in the handbook.

Candidate Competence: Assessment of Candidates

In addition to meeting the external requirements set forth by the Commission such as subject-matter competence, all candidates must complete additional university requirements for CUI's Multiple and Single Subject Credential Program. To meet these requirements, candidates must demonstrate competence in their coursework, student teaching performance, and professional behavior. The criteria for acceptable demonstration of competence in these areas are explicitly described in the Multiple and Single Subject Credential Program Assignments Handbook. With respect to course work, including the embedded assignments in the TPEs and the tasks of the CalTPA, candidates must meet or exceed the majority of the Course Learning Objectives described for each course. These include comprehensive program assignments. The Field Experience Handbook outlines the fieldwork sequence and provides guidelines and requirements for field experiences and related expectations/evaluations to be completed.

The main focus for the summative assessment of candidate competencies is provided by the final CalTPA. The Multiple and Single Subject programs use the CalTPA for assessing candidate competency. Results from 2010-2011 indicate that on average, the MS/SS candidates' first time passage rates is 85%.

Findings on Program Standards:

After review of the institutional report, supporting documentation, and interviews with program leadership, faculty, staff, cooperating teachers, university supervisors, alumni, and candidates, the team determined that all program standards for the CUI Preliminary Multiple and Single Subjects Credential Program are **Met**.

Preliminary Education Specialist Credential, Mild/Moderate

Program Design

The Education Specialist Mild/Moderate Credential program (EDSP) has been in existence for less than a year. It has not been operational long enough to fully investigate program effectiveness or completer competence. The interviews the team conducted confirmed the findings of the Initial Program Reviewers in their review of program documents.

The Dean of the SOE provides ongoing oversight for each program, including the EDSP. The Dean reports directly to the Provost and is assisted by the Assistant Dean. The Dean meets at least monthly with the Provost and often includes members of the Credential Program Team as well. The Director of Teacher Credential Programs (DCTP) has direct responsibility for credential programs. The DCTP has a team of professionals who support the EDSP. These include the Director of Student Teaching, Director of Early Field Experiences/Assistant TPA Coordinator, Credential Analyst/Transition/Post-Baccalaureate Advisor, and Director of Liberal Studies/Undergraduate Advisor. The DCTP team meets weekly to review activities and set goals. The Deans and DCTP formally meet twice monthly and informally as needed. The entire SOE faculty meets monthly, while special action groups assemble on a more regular basis. Information gathered through interviews with School and Program leadership, staff, faculty, and candidates, as well as a review of documents supported these findings.

Course of Study

A review of documents and the results of interviews with program leadership, staff, faculty, and candidates informed the team that the Education Specialist program is comprised of three blocks of coursework and field experiences. Block One courses are focused on Education Specialist standards, while content-specific Education Specialist methods are addressed in Block Two. Block One includes 20 hours of observation field experience. In Block Two, candidates continue to develop and apply their foundational skills to investigate EDSP-specific pedagogy, assessment, and collaboration practices. Candidates engage in 40 hours of participatory fieldwork.

Although each course has a unique theme, overarching instructional themes are integrated across courses. These themes include best practices strategies, assessment, reflection, diversity, differentiation, teaching English learners, and the teacher as a professional. An emphasis is placed on coaching/modeling teacher behaviors that will enhance learning. Candidates learn by observing instructors and through carefully sequenced reflections on field experiences. Cooperating teachers and university supervisors mirror a demonstration approach and support candidates with conferencing and written fieldwork responses.

Candidates must successfully complete CalTPA tasks 1 and 2 to be eligible to apply for student teaching. The program culminates in a full semester of student teaching for those earning their first credential and with a shorter student teaching experience for those candidates who are adding an EDSP credential to a prior credential. The typical candidate will experience at least two separate eight-week assignments to ensure exposure to a variety of settings and students of diversity. Candidates are expected to fully apply and develop skills in instructional planning,

instructional delivery, and classroom management. During the second eight-weeks of student teaching, candidates fully participate in the range of duties as a classroom teacher and member of the school community. Modified versions of CalTPA Tasks 3 and 4 are completed during this time as well.

Interviews with program leadership and faculty and a review of documents demonstrated that a number of program adjustments have been made since the program's inception. These include adding research-based resources to courses, moving advanced assignments to Block Three, developing three student teaching seminars, augmenting Blackboard shells to include additional resources for candidates, adjusting due dates of assignments in Block Two to coordinate more effectively with field experiences, and clarifying information provided in syllabi. Improvements to the field experiences include providing cooperating teachers with a summary of the assignments that candidates are required to complete during field experiences, adding ten hours to the Block Two field experience, and exploring professional development opportunities with local school districts.

The Education Specialist program was developed after two years of research and program development that included significant input from community stakeholders. Stakeholders include public and private school teachers, district and county education program directors, principals, and faculty from other universities. Program leadership continues to seek feedback on program quality from faculty, candidates, cooperating teachers, and their administrators as the first year proceeds. Stakeholder input is collected during telephone and in-person conversations and in writing through the use of forms, surveys, and e-mail correspondence.

The Education Specialist program is a new program that began instructing candidates in Fall 2011. Interviews with program leadership, faculty, and candidates indicated that the sequence of coursework is effective. Program leadership indicates that signature assignments will be created and assessed relative to each course in the program. The results of these assessments will assist in program review and lead to program improvements.

Candidate Competence

Information collected during interviews with program leadership and faculty indicated that multiple assessments will be used to evaluate candidate progress. These include field experience evaluations, student teaching evaluations, two of the four CalTPAs, and a culminating professional portfolio.

A review of the SOE handbooks confirmed that information about the basic skills requirement, CSET, RICA, and CalTPA examination is included. A review of the EDSP Student Teaching Handbook revealed information on TPEs and the Professional Portfolio. Information collected through interviews with program leadership indicated that the SOE has a well-organized and efficient CalTPA preparation and score reporting system to inform candidates of results.

Findings on Standards

In fall of 2011, CUI Special Education faculty began their newly approved education specialist credential program. The Education Specialist program participated in program sampling as did all approved programs. After review of the institutional report and supporting documentation and after conducting interviews of candidates, faculty, supervising practitioners, and members of the Advisory Board, the team determined that all program standards in the Education Specialist Mild/Moderate program are **Met**.

Pupil Personnel Services: School Counseling

Program Design

The Pupil Personnel Services School Counseling Credential (PPSC) program has been in existence for less than a year. It has not been operational long enough to fully investigate program effectiveness or complete competence. The interviews the team conducted confirmed the findings of the Initial Program Reviewers in their review of program documents.

Interviews with program administrators, staff, faculty, and candidates, as well as a review of documents, revealed that leadership within the PPSC Program is a coordinated effort involving a number of administrators, staff, and faculty. The assistant dean oversees the program, communicating directly with the dean, faculty, and staff. PPSC program requirements are also provided in the handbook. The credential analyst and Master of Arts advisor serve together as academic advisors for PPSC. These advisors consult with the assistant dean on issues related to candidate success, course scheduling, and practicum assignments. Field placement issues will be addressed in a similar way when candidates reach those points in the program. The Director of Practicum will coordinate credential candidate field experiences, including the hiring, training, assigning, and evaluating of university field supervisors. This person will also place candidates in specific locations and with site supervisors. A newly created position, Director of Curriculum and Assessment, is responsible for the overall development and ongoing review of credential curricula. This director is establishing a process for the assessment of candidate performance and program effectiveness. The Director of Graduate Research will lead the Capstone Experience as a culminating action research project.

Interviews with program leadership and a review of documents provided evidence that the Dean has a directors meeting at least once each month. This provides the opportunity to share PPSC program progress and to problem-solve as issues arise. Full-time faculty meet monthly to dialogue with school and program leadership, collaborate on curricula, report on areas of responsibility, and share best practices. Adjunct faculty meet four times annually for orientation and professional development. Candidates may communicate directly with academic advisors, staff, and instructors regarding course requirements, registration, financial aid, and other issues.

Program leadership regularly report activities to university administration, deans, department chairs, faculty, and the Board of Regents. The dean communicates with the provost and

university leadership weekly in Academic Council and/or Executive Council meetings. The Director of Graduate Research chairs the University Educational Effectiveness Committee and meets regularly with other department leads to collaborate on internal and external assessment of candidate performance and educational effectiveness. Course scheduling is coordinated with the Office of the Registrar.

Course of Study

Information gathered through a review of documents and interviews with faculty, staff, candidates, and program leadership revealed that the PPSC program uses a cohort model, embedded within the Master of Arts in Education. The program requires successful completion of 39 credit hours, taking the candidate from a theoretical understanding of general counseling to counseling populations of diversity, counseling strategies, interventions, and finally, hands-on application of knowledge and skills during fieldwork. Credential preparation is delivered in a five-term annual calendar, each term consisting of eight weeks of instruction. Candidates will complete the course work in 13 terms. Each candidate will be given the opportunity to apply classroom learning through participation in a credential long-practicum. The practicum experiences will be supported through seminars developed for Blackboard. Practicum assignments and practical experiences include shadowing a counselor, observing classroom instruction, attending school-based meetings, peer counseling, and group counseling. Practica experiences are conducted with corresponding coursework and support candidates in incorporating theory and practical skills. During the second term, the candidate is oriented to the expectations, assignments, activities, and responsibilities for fieldwork. Field experiences are required after successful completion of all other coursework. A candidate who has obtained an Intern Credential may complete field experiences simultaneously with coursework.

The PPSC program has been in existence for less than a year and therefore does not have program modifications based on data collected for the past two-year period.

The dean, directors, and faculty of the SOE engage public and private schools and districts through the dean's Advisory Council. The curriculum review process requires significant levels of involvement from full-time and adjunct faculty. As the program expands, full-time and adjunct faculty will serve as course captains responsible for developing and updating syllabi and courses as well as mentoring new instructors.

Field placement and supervision has not occurred due to the recent implementation of the School Counseling program.

Candidate Competence

School Counseling is a new program that began instructing candidates in Fall 2011. Interviews with program leadership, faculty, staff, and candidates, as well as a review of documents indicated that the sequence, content, and delivery of coursework are effective in supporting candidate learning; however, the program has not been in existence long enough for a full program evaluation.

Program leadership indicated anchor assignments will be created and assessed relative to each course in the program. The results of these assessments will assist in program review and guide program improvements.

Findings on Program Standards

After review of the institutional report, supporting documentation, and interviews with program leadership, faculty, staff, and candidates, the team determined that all program standards for the PPS: School Counseling program are **Met**.

Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services Credential is embedded in the Master of Arts in Education Degree program. Upon satisfactory completion of the Master of Arts in Education Degree, the Preliminary Administrative Services Credential candidate is recommended to the Commission on Teacher Credentialing for the credential.

Internal leadership and oversight rests with the dean of the SOE who delegates responsibilities to directors providing leadership in varying capacities. Regional center directors (in concert with assistant directors) manage the day-to-day operation of five geographic areas delivering the credential. These regional directors supervise the process wherein adjunct faculty is recruited, hired, assigned classes, and evaluated. This has been confirmed through interviews with regional directors and regional assistant directors. Both groups manage facilities, some of which are in rented space. The Director of Curriculum and Assessment, is responsible for the overall development and ongoing review of credential curriculum and assessment of candidate performance and program effectiveness as measured against the California Professional Standards for Educational Leaders (CPSELs).

Through an interview with the Director of Curriculum and Assessment, it was learned that a second position has been created, thereby emphasizing the need and ability to analyze and act upon data. Course captains collaborate with other instructors to provide valued feedback regarding course development. This collaborative relationship has been confirmed through interviews with course captains and faculty. The leadership of credential candidate field experiences is delegated to the Director of Practicum who hires, trains, assigns and evaluates university practicum supervisors and the placement of candidates with on-site mentors in field experience locations. These activities have been confirmed through interviews with the Director of Practicum, university practicum supervisors, and on-site mentors. A Director of Graduate Research provides leadership to the capstone experience completed by candidates as a culminating action research project. The director provides training and resources to faculty, leads institutional review of project proposals, and monitors quality of candidate research

performance. Existence of these activities has been confirmed through interviews with the Director of Graduate Research and examination of capstone documents.

Full-time faculty meet monthly with leadership to collaborate on curriculum and report on areas of responsibility. Adjunct faculty meet three times annually for orientation and professional development workshops. Adjunct faculty at regional centers may participate in these meetings via live web streaming or by viewing a recorded archive. Although regional directors remain in contact with instructors throughout each term, beginning and ending term memos are distributed to all instructors communicating important changes and/or requirements for each term. Interviews with full-time faculty, adjunct faculty, program directors and assistant program directors confirmed that internal communication is frequent. An “open door” policy from leadership encourages a continual informal avenue for exchange of ideas. The “open door” policy includes frequent visits by regional directors and their assistant directors in classrooms so that candidate and faculty concerns can be heard and acted upon in a timely manner.

Stakeholder input is constantly solicited. The dean’s Advisory Council provides opportunities for external community members to offer programmatic recommendations. Interviews with Council members confirmed that such meetings are productive, “not just sitting around,” as one member stated. Further, adjunct faculty have input into all courses through the course captains and Symposia topics are recommended by adjunct faculty, as well. Interviews with candidates revealed that they, too, have meaningful opportunities to provide input through end-of-course evaluations. Regional directors and assistant directors are in contact with candidates providing them with opportunities to offer programmatic suggestions.

Course of Study

Course work is structured in eight-week terms. Each course meets face-to-face one night a week for four hours.

Each candidate begins with foundational learning in leadership and curriculum during the first two terms. EDUA 516 (Instructional and Transformational Leadership) has a focus on CPSEL 1: Vision of Learning. EDUA 517 (Curriculum Design and Evaluation) focuses on CPSEL 2: Culture and Instructional Program. These courses are blocked together and may be taken in reverse order. The next block of courses may be taken in any order and includes EDUA 553 (Schools as Diverse Learning Organizations) focused on CPSEL 4: Diverse Community; EDUA 556 (Legal and Political Aspects in Education) focused on CPSEL 6: Political, Social, Economic, Legal and Cultural Issues; and EDUA 559 (Human and Financial Resources) focused on CPSEL 3: Organization and Management of Resources. CPSEL 5 is taught through a practicum experience.

Fieldwork (Practicum) is provided throughout the program and is conducted with corresponding coursework. Accordingly, the practicum incorporates the theory and practical skills learned in each course. Candidates spoke of learning concepts at night, then putting them into practice during practicum the next day. Fieldwork includes two assignments at local school sites, one in EDUA 590 and one in EDUA 591. Each assignment requires a minimum of 50 hours of anchor activities connected to the CPSELs. A site administrator mentors the candidate in the completion

of the fieldwork activities. That this practice is followed was confirmed in interviews with candidates, program completers, and practicum supervisors.

According to documentation and interviews with university practicum supervisors, all supervisors are experienced administrators with active administrative services credentials. According to the Director of Practicum, all of the university practicum supervisors have worked as principals, and many have served at the district office level. Typically, each member of a cohort is assigned the same university practicum supervisor, and supervisors are encouraged to teach a course that is offered in conjunction with the practicum. At the orientation, candidates are acquainted with fieldwork expectations, assignments, activities and responsibilities. The Practicum Handbook provides candidates with a “cafeteria approach” to selecting anchor activities to be performed during the practicum, assuring that each of the six CPSELS is appropriately addressed. The university practicum supervisor provides guidance and support to the candidate throughout the field experience, although most contact is by email and telephone rather than visits to the work sites. However, through interviews with university practicum supervisors and candidates, it was confirmed that when there are problems, the supervisors make site visits, as needed. Candidates voiced satisfaction with their university practicum supervisor. Through interviews with practicum supervisors, it was noted that training is ongoing.

Periodically throughout the first two blocks of course work, each candidate attends three or more separate symposia exposing the candidate to exemplary best practices for educational administrators. The Director of Practicum coordinates presentations by distinguished local, state, and national school and district administrators concerning critical issues for Preliminary Administrative Services Credential candidates. During interviews, candidates expressed appreciation for the symposia, citing their relevance to the administrative preparation experience. According to faculty familiar with the Symposia, thematic topics mirror 21st Century educational challenges.

The capstone experience marries the candidates’ coursework, fieldwork experiences and symposia participation with an action research project created and conducted by each candidate individually or in a group setting. The capstone is embedded in EDUA 581 and EDR 605. Candidates identify a problem to research in their local classroom, school or district and develop and implement an action research project. Candidates write a research proposal in EDUA 581. Upon approval from the Institutional Review Board, the candidate executes the research proposal during EDR 605. At the conclusion of EDR 605, the candidate submits formal documentation of the research and orally presents the findings to classmates. While interviewing current capstone candidates, program completers and university faculty, it was determined that the capstone project is of high quality and often applicable to one’s responsibilities once hired as an administrator.

Instructors of research courses are all terminally degreed individuals, according to faculty interviews. A review of documentation demonstrated that instructors of core courses may or may not be terminally-degreed, but all are experienced school administrators with active administrative services credentials. Training is ongoing, with recent emphasis on technology and curriculum development.

Assessment of Candidate Competence

There are multiple assessments throughout the program. Because the syllabi are expected to be followed with little if any variation permitted, course work assessments are consistent among cohorts. Course captains work with instructors to ensure syllabi compliance. Assessment of course assignments is consistent among cohorts. Interviews with course captains and faculty revealed that instructors are encouraged to use creative means to teach course concepts and to bring in the richness of their own administrative experience. Each course includes a rubric-driven Signature Assignment focused on a particular CPSEL.

Within the practica are formative and summative assessments, a portfolio assessment, and assessment of anchor assignments. A culminating activity at the end of the program assesses each candidate's ability to create and implement a research-based action research project. This written product begins with the identification of a research problem, then continues with a detailed literature review, and a thorough methodology section. Findings are then presented with discussion and implications that follow. Interviews with program completers, faculty, and administration confirm the rigor of the activity, verifying its role as a culminating assessment prior to recommending for the credential.

Findings on Standards

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