

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

University of Massachusetts Global

Professional Services Division

June 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of Massachusetts Global**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with a 7th Year Report** is made for the institution.

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met with Concerns
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject with Intern	6	6		
Preliminary Single Subject with Intern	6	6		
Preliminary Education Specialist: Mild to Moderate Support Needs with Intern	6	6		
Preliminary Education Specialist: Extensive Support Needs with Intern	6	6		
Preliminary Education Specialist: Early Childhood Special Education with Intern	6	6		
Added Authorization: Autism Spectrum Disorders	3	3		
Added Authorization: Early Childhood Special Education	4	4		

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Administrative Services Credential with Intern	9	9		
Clear Administrative Services Credential	5	5		
Pupil Personnel Services: School Counseling with Intern	5	5		
Pupil Personnel Services: School Psychology with Intern	5	5		
California Teachers of English Learners	10	10		

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

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

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

Institution: University of Massachusetts Global

Dates of Visit: April 29-May 2, 2023

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2015	Accreditation

Rationale:

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

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All program standards have been determined to be **met**.

Common Standards

All Common Standards were met except for Common Standard 2, which was **met with concerns**.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject credential programs were met and that all Common Standards were met, the team recommends Accreditation with a 7th Year Report that addresses the following:

- 1) *CS1 The institution provides the unit with sufficient resources for the effective operation of each educator preparation program:*
 - a. Describe how support and training is provided for supervisors, clinical coordinators, and faculty mentors as part of the transition from campus-based to online delivery models, such as tech tools and hardware, training in online supervision platform, online course design, and the learning management system (Blackboard use).

- b. Describe how program personnel are trained to take on the new responsibilities as a result of the transition.
- 2) *CS2 Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements:*
 - a. Provide an updated organizational chart and a description of the outcomes of transitions in student-facing positions including advisors, clinical coordinators, faculty mentors, and personnel in all positions to guide each candidate's attainment of program requirements.
 - b. Describe how candidates have access to information and personnel to guide their attainment of program requirements.
- 3) *CS2 A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies:*
 - a. Describe how the unit ensures that all site-based supervisors are made aware of the process to support candidates who need additional assistance.
 - b. Describe how the Action Plan and Early Alert systems are consistently used for candidates who need additional assistance to meet competencies.
- 4) *CS 3 Site-based supervisors are ... evaluated ... in a systematic manner:*
 - a. Describe how site-based supervisors (Cooperating Teachers) are provided feedback by the program in a systematic manner about their work with candidates.

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

Preliminary Multiple and Subject with Intern
 Preliminary Single Subject with Intern
 Preliminary Education Specialist: Mild to Moderate Support Needs with Intern
 Preliminary Education Specialist: Extensive Support Needs with Intern
 Preliminary Education Specialist: Early Childhood Special Education with Intern
 Added Authorization: Autism Spectrum Disorders
 Added Authorization: Early Childhood Special Education
 Preliminary Administrative Services Credential with Intern
 Clear Administrative Services Credential
 Pupil Personnel Services: School Counseling with Intern
 Pupil Personnel Services: School Psychology with Intern
 California Teachers of English Learners

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- University of Massachusetts Global be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

- University of Massachusetts Global 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 Lead:

Cynthia Grutzik
San Francisco State University

Michael Corke
Point Loma Nazarene University

Common Standards

Jim Marshall
San Diego State University

Cean Colcord
Whittier College

Sarah Johnson
Fresno Pacific University

Joanne Van Boxel
Cal Poly Pomona

Anita Flemington
University of LaVerne

Program Reviewers:

Glenn Sewell
National University

Staff to the Visit:

Sarah Solari Colombini
Rosemary Wrenn
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	158
Completers	26
Employers	19
Institutional Administration	21
Program Coordinators	17
Faculty	28
TPA /APA Coordinator	3
Mentors	10
University Supervisors	60
Cooperating Teachers	18
Credential Analysts and Staff	6
Advisory Board Members	20
TOTAL	386

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The University of Massachusetts Global, known as UMass Global, can be traced back to 1958 when classes were delivered by Chapman College professors to members of the military serving at the Marine Corps Air Station El Toro in Orange County, California. Service members and their families benefited from classes offered at this and several other locations in California. These locations were recognized as Chapman University College in 2001, which then led to the college's incorporation as a new university in 2008. In 2009, the university took on the name of Brandman University. As a regionally accredited university, Brandman continued the legacy of serving active-duty and veteran students while expanding its programs to include hybrid, online and competency-based learning modalities to meet the needs of adult learners.

In May of 2021, Brandman University formed a strategic partnership with the University of Massachusetts and in September of 2021 became the University of Massachusetts Global, a non-profit affiliate of the University of Massachusetts system. The UMass Global system focuses on the non-traditional student as evidenced by its student body which is diverse and ranges in age from 18 to 65. UMass Global is a private, non-profit institution that is regionally accredited by the WSCUC Senior College and University Commission (WSCUC).

Education Unit

UMass Global School of Education's mission is to develop innovative and caring leaders, scholars and practitioners who collaborate to solve complex problems, transform organizations, and educate diverse student populations through discovery, inspiration, and innovation. Their vision is to be recognized as a leader in preparing distinguished professionals whose leadership transforms public policy and catalyzes local, state, national, and global communities. There are 21 faculty members and four senior lecturers at UMass Global in the School of Education in California. The School of Education is led by a dean along with four associate deans and offers educator preparation programs at campuses in the following areas of California: Antelope Valley, Fairfield, Hanford, Irvine, Menifee, Modesto, Monterey, Ontario, Palm Desert, Riverside, Roseville, San Diego, Santa Maria, Victorville, Visalia, and Yuba City. There are nine different credentials offered as well as two added authorizations. The purpose of the School of Education is to provide the optimal environment for all candidates to develop the knowledge, skills, and dispositions necessary to be effective leaders, scholars and practitioners who are empowered to promote constructive change in the communities they serve.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Multiple Subject – Traditional	139	335
Preliminary Multiple Subject – Intern	45	180
Preliminary Single Subject – Traditional	120	187
Preliminary Single Subject – Intern	30	113

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN) – Traditional	0	31
Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN) – Intern	0	1
Preliminary Education Specialist: Mild to Moderate Disabilities (MMD) – Traditional	57	53
Preliminary Education Specialist: Mild to Moderate Disabilities (MMD)- Intern	65	119
Preliminary Education Specialist: Extensive Support Needs (ESN) – Traditional	0	20
Preliminary Education Specialist: Extensive Support Needs (ESN) – Intern	0	2
Preliminary Education Specialist: Moderate/Severe Disabilities (MSD) – Traditional	19	26
Preliminary Education Specialist: Moderate/Severe Disabilities (MSD) – Intern	30	46
Preliminary Education Specialist: Early Childhood Special Education (ECSE) – Traditional	28	49
Preliminary Education Specialist: Early Childhood Special Education (ECSE) – Intern	0	15
Added Authorization: Autism Spectrum Disorders	62	46
Added Authorization: Early Childhood Special Education	1	1
Preliminary Administrative Services Credential – Traditional	22	36
Preliminary Administrative Services Credential – Intern	4	7
Clear Administrative Services Credential	37	58
PPS: School Counseling – Traditional	139	232
PPS: School Counseling – Intern	23	23
PPS: School Psychology – Traditional	32	136
PPS: School Psychology – Intern	40	51
California Teachers of English Learners (CTEL)	127	106

The Visit

This site visit was conducted virtually. The institutional constituencies were interviewed via technology.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple and Single Subject Credential Programs with Intern

Program Design

The Multiple Subject and Single Subject (MS/SS) Credential Programs reside in the School of Education. The dean of the School of Education, reports to the Executive Vice Chancellor of Academic Affairs/Provost. The dean of the School of Education oversees all education programs. Direct responsibility for the MS/SS Credential Programs rests with one of four associate deans in the School of Education. A director of Clinical Services works with campus based clinical coordinators to coordinate fieldwork in all education programs. The director of Credential Services oversees the processing of credentials.

Review of documents and interviews with the program chair confirm curricular decisions relative to the program are generally made by the five-member curriculum team headed by the associate dean and curriculum team chair. Team members are full time faculty in the School of Education who are assigned to one of the UMass Global campuses. Each member has extensive experience in education.

Documents and interviews with program chair and candidates confirm that the courses in the MS/SS Credential programs are offered in two pathways. There is a traditional pathway and an intern pathway. Courses are offered in eight-week terms over 14 months. Classes take place in the evenings. Some of the credential courses are offered in a fully online format.

The program consists of both multiple subject and single subject courses. Some of the courses such as the Introduction to Teaching course, multiple and single subject candidates take together. Others, such as the literacy courses, are taken separately. An MS or SS candidate can apply to become intern eligible after meeting the required Commission on Teacher Credentialing (Commission) approved intern eligible requirements. This has been confirmed through interviews with the program chair, candidates, and documentation.

The program chair and faculty confirm that there is ongoing communication within the program and institution. Two times annually (fall and spring) all faculty members in the School of Education meet in Irvine for a three-day meeting. During these meetings there are general sessions with all faculty and break-out sessions for curriculum teams. The MS/SS Curriculum Team meets once each month via Zoom. Information such as curriculum, evaluations, and assessment are discussed at these meetings.

The associate dean, a member of the School of Education (SOE) Cabinet, is responsible for the MS/SS Credential programs and communicates regularly with the dean. The cabinet meets

weekly and the agenda for the meetings is developed by the dean with input from other members. It is at these meetings that ideas for program enhancements are shared, performance data is reviewed, and concerns and issues pertaining to the Multiple and Single Subject Credential programs are discussed. In addition, The dean holds monthly virtual faculty meetings via Zoom with all SOE members. In addition, the dean participates in weekly a Deans' Council at which time, deans from all schools within UMass Global are present at these meetings including the dean of the Schools of Education, Business and Professional Studies, Nursing and Health Professions, and Arts and Sciences.

Review of documents and interviews with program chairs, faculty, and advisory boards confirm that both internal and external input is provided in various ways. Candidates complete student opinion surveys for each course taken in the program. They also complete student satisfaction surveys that relate to the quality of university services. Student alumni surveys also provide valuable feedback regarding the multiple and single subject credential programs. Additionally, candidates complete exit surveys through the Commission that provide additional valuable feedback. Full time faculty review program assessment data at the fall and spring faculty meetings. They make recommendations for program improvement and initiate action plans to make necessary changes.

Faculty members communicate with adjunct faculty via email, text, Zoom, and phone. In addition, virtual calibration meetings are held in the fall and spring to review assessment data and gather input regarding signature assignments and course content. External community partner feedback is gathered through the MS/SS Credential Program's advisory board. This board consists of teachers, school site and district and/or county administrators, as well as adjunct faculty and alumni. Advisory Boards meet in the fall and spring to give input and review assessment data.

Course of Study (Curriculum and Field Experience)

Documents and candidate interviews confirm that candidates are assigned an advisor at the beginning of the program. The advisor is responsible for providing the candidates with the necessary information about course sequence, types of pathways including internships, and the two types of fieldwork experiences. Candidates reported that the advising during the program is not always consistent.

The two student teaching courses, which come at the end of the program, have assigned placements. During the early field experience hours, the candidates secure their own placement for the field experience prior to student teaching. The candidates in the intern pathway complete their fieldwork in their own classroom.

The field experience is divided into two types: early field experience hours and culminating clinical hours. Early field experience hours are completed prior to student teaching and are monitored by an instructor of the course and the cooperating teacher; there are no university supervisor visits. The culminating clinical hours or student teaching are completed in a UMass

designated site and supervised by a university supervisor. Each course, including student teaching, has a syllabus.

Program completers, current candidates, and documents confirm that during the early field experience hours, the candidate completes assignments in a self-selected site assignment. The teacher of record monitors the candidate. The course instructor grades the assessment such as tutoring or reading assessment and provides assistance and feedback to the candidate. During the culminating clinical hours or student teaching, candidates are monitored by the teacher of record or mentor teacher and the university supervisor. Monitoring includes six observations and evaluations each semester by the university supervisor during this time. For those candidates who have met the requirements for an internship, they complete their culminating clinical hours in their own classroom and are supervised by a university supervisor and are observed six times each semester as well.

Supervisors are selected, oriented, evaluated, and provided feedback on their performance through the Office of Supervision. Clinical coordinators provide training for the university supervisors. This training consists of CalTPA training, Go React training, observations, and lesson plan templates. Supervisors stated receiving inconsistent feedback on their performance.

The program chair and some of the supervisors described an early alert system for struggling candidates. Some site-based supervisors (cooperating teachers) stated that they were unaware of the process and/or how to access it.

The program provides surveys for candidates to provide input on specific courses including fieldwork experiences. The program chair and full-time and adjunct faculty confirm that this data is examined at the fall retreat. Adjunct faculty confirmed that suggestions for course changes have been implemented based on the input.

Assessment of Candidates

The current program chair, current candidates, and faculty confirm that candidates' progress is monitored in the courses by both the instructors and the university supervisor. There are assignments throughout each course including a key assessment in each course that are tied to the Teaching Performance Expectations (TPEs).

From the beginning of the program, advisers and/or course instructors advise candidates on the course sequence, major assessments such as the California Teaching Performance Assessment (CalTPA), course key assessments, and state requirements such as basic skills requirement and subject matter requirement.

Based on feedback from both supervisors and faculty, concepts such as ELD goals and student self-assessment – which are a part of the CalTPA – are being embedded in the coursework from the first term. In addition, there is extensive support from the CalTPA coordinators with seminars, modules, and drop-in office hours for both Cycles 1 and 2.

The CalTPA remediator is responsible for additional support and/or remediation with the CalTPA. This can be done either in person or online. This could include, but is not limited to, examination of the non-passing CalTPA, review of the seminar video, and/or review of some specific components of the CalTPA.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Multiple and Single Subject Credential Programs with Intern.

Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs Credential Programs with Intern

Program Design

UMass Global offers Preliminary Education Specialist Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) credential programs. The School of Education oversees both credential programs. The programs have a sound theoretical base, as evidenced by university documents and interviews with university faculty, supervisors, mentor teachers, and candidates, which grounds both programs (MMSN and ESN), in supporting all candidates through mentoring, effective placements, and relevant coursework.

As identified by a review of the college organizational chart and confirmed through interviews, the dean of the School of Education is responsible for ongoing oversight of all credential programs at UMass Global. The associate dean serves as the education specialist program coordinator and CalTPA coordinator and oversees four faculty members that teach courses in the two programs. Curricular decisions relative to the program are made by the five-member curricular team and all team members are full-time faculty in the School of Education who collectively oversee and support all of the UMass Global campuses.

UMass Global offers Education Specialist MMSN and ESN credential preparation through two pathways for both authorizations: traditional and intern. With the traditional pathway, candidates have the option of full-time or part-time status. Because most candidates are working in K-12 schools when they enter the program, candidates choosing the intern option represent the majority of Education Specialist candidates. The two programs are designed around three common course components. These include: 1) core/introductory courses, 2) content area courses, and 3) clinical practice. According to the UMass Global annotated faculty list and interviews, there is one program coordinator who oversees both credential programs, one CalTPA coordinator, and the program currently has 90 adjunct faculty, nine full time faculty, and five coaches.

UMass Global's School of Education (SOE) enters into Memorandums of Understanding (MOUs) with local education agencies (LEAs) to ensure that employers will accommodate fieldwork activities for candidates serving as interns or employed as paraeducators, as was confirmed by program completers and administrators in partner LEAs. Constituent input is gathered in multiple ways and includes advisory meetings, a college-wide education committee to share program and state updates, and various advisory boards for grant-related activities. Program faculty attend district advisory board meetings for additional opportunities for shared feedback regarding program and district needs. Survey data are collected and used to highlight program strengths and areas for improvement and includes data from program completers, cooperating teachers, and clinical practice participants.

Course of Study (Curriculum and Field Experience)

The SOE at UMass Global offers courses in 8-week sessions year-round. The courses leading to a Preliminary Education Specialist credential in MMSN and ESN include a combination of shared courses except for candidates' clinical practice experiences, which are completed in specific placements serving students with mild to moderate support needs or students with extensive support needs. The course sequence begins with introductory courses, many of which are also shared with Multiple Subject/Single Subject (MS/SS) credential programs. This provides all candidates with exposure to a common robust trunk of Teaching Performance Expectations (TPEs). Candidates then complete a series of core courses aligned with program themes before completing their final semester of clinical practice. Practice-based field experiences are embedded throughout foundation and core courses to model program values. Candidates are required to complete these field experience activities in a variety of different settings to ensure a diversity of experiences.

Courses offered early in the program address the Universal TPEs, teaching English Language learners, and foundational pedagogical knowledge and skills such as typical and atypical development, lesson planning, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), reading instruction, and classroom management. While completing the coursework shared with MS/SS programs, candidates begin the education specialist coursework. These courses address all the MMSN and ESN TPEs. Candidates begin with an introduction to planning and assessment course and then work through courses addressing communication, health, and mobility, IEP development and special education law, positive behavior support and social skills instruction, collaboration with school professionals and co-teaching, advanced methods, and advanced assessment. Upon completion of this coursework, candidates will complete their clinical practice and take the TPA. Candidates must meet the subject matter competence requirement, and the Reading Instruction Competence Assessment (RICA) and TPA must be completed and passed before being recommended for the credential.

Candidates then complete a series of core courses aligned with the education specialist TPEs before completing their final semester of clinical practice. Practice-based field experiences are embedded throughout foundation and core courses to model program values. Candidates are required to complete these field experience activities in four different settings to ensure a diversity of experiences.

Fieldwork requirements vary based on the course type and placement within the program. Early fieldwork experiences are required of candidates as a part of their coursework. For example, core courses require five hours each of focused or guided observations. Content area classes require 10 hours of focused or guided observations with an additional eight hours in which candidates complete assignments in the field. Courses that fall under the clinical practice category require candidates to complete a total of 560 hours (280 hours in each clinical practice course). Fieldwork focuses on structured observations and application of skills via specific assignments in the courses. Hours spent in fieldwork to meet course requirements are documented by the candidate and overseen by the course instructor using the education specialist program log. By the end of a candidate's program, they have completed well over the required 600 hours of clinical practice between the early fieldwork experiences associated with their coursework and their culminating clinical practice.

Early fieldwork is also completed across a variety of settings and placements, including general education classrooms serving students with disabilities, resource classrooms and specialized academic instruction classrooms serving students with mild to moderate support needs, as well as self-contained classrooms serving students with extensive support needs. According to current candidates and completers, one aspect of the fieldwork requirement that has been difficult is that candidates must locate their own early fieldwork placements in K-12 schools from a specified pre-selected list. Candidates noted that if a candidate struggles to locate a classroom and teacher to work with, the SOE will assist candidates in finding an appropriate placement.

According to university supervisors, they formally observe student teachers two times over an eight-week period of student teaching. Interns are observed twice every eight weeks for a total of eight times over the course of a school year. In addition to the formal observations, university supervisors rely on the use of GoReact to evaluate and make recommendations to the pre-recorded video clips that student teachers submit for additional feedback on their teaching practice. Lessons run between 30 to 50 minutes and candidates can annotate sections of the videos to document their mastery of the TPEs in the classroom. Once videos are submitted through GoReact, supervisors respond to candidates in two ways. First, they respond to candidate annotations within the videos and make recommendations and celebrate candidate accomplishments. Second, a Clinical Practice Evaluation Form is used which applies a rubric that relies on a Likert Scale that judges the student teacher's level of proficiency against the Education Specialist TPEs. Afterwards, supervisors schedule a time to meet with student teachers to debrief, make recommendations, and celebrate accomplishments. The supervisors also shared that they start the semester with an hour-long orientation in which they meet with the student teacher and their mentor teacher and go over the student teaching rubric, lesson plan expectations, how to use GoReact, and plan out visits by university supervisors.

Assessment of Candidates

Prospective candidates attend a required program orientation as part of the onboarding process. During this same time, candidates are placed with an advisor during which initial

advising occurs, followed by a formal assessment at program entry through admission requirements and group interviews with program faculty. Admitted candidates are assigned a faculty advisor who provides ongoing advising and support throughout the program.

Candidates are assessed routinely for mastery of the TPEs through formal and informal measures (e.g., anchor assignments, clinical practice evaluations, course assignments). Anchor or signature assignments represent high-stakes, weighted assessments of multiple TPEs that are evaluated with a common program rubric. Candidates engage in self-assessment and peer-assessment of TPE mastery in the literary and math intervention course through video analysis of their pedagogical skills using the GoReact platform. Program faculty confer regularly about candidate concerns that emerge in courses and/or clinical practice, and if necessary, a formal Statement of Concern process is conducted, including the development of a formal action plan to support the candidate toward mastery of the TPEs. At times, advising holds may be placed for struggling candidates to trigger a check-in meeting with their faculty advisors if stipulations have been made. The program handbook, which details expectations, policies, procedures, and evaluation measures, is given to all admitted candidates and is available on the program website.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs Credential Programs with Intern.

Preliminary Early Childhood Special Education Program Credential with Intern and Added Authorizations in Autism Spectrum Disorders and Early Childhood Special Education

Program Design

UMass Global offers a Preliminary Education Specialist Early Childhood Special Education (ECSE) credential program as well as Added Authorizations in Early Childhood Special Education (ECSEAA) and Autism Spectrum Disorders (ASDAA). The School of Education oversees the credential and added authorization programs. The ECSE program is one of three education specialist credentialing programs offered. As identified by review of the college organizational chart and confirmed through interviews, an associate dean is responsible for the ongoing oversight of all the Education Specialist credential programs at UMass Global. The associate dean reports to the dean of the School of Education. There is a department chair who oversees the ECSE, ECSEAA, and ASDAA programs, and reports to the associate dean. The ECSE credential program for traditional candidates can be completed in four semesters in addition to a student teaching placement. Intern candidates can complete the program in two years. The ECSEAA and ASDAA can be completed in one year. All three programs are offered in an online setting.

Based on university documents and confirmed through interviews, the department chair is responsible for program oversight and the primary point of contact for the ECSE, ECSEAA, and

ASDAA programs. This includes scheduling and chairing Curriculum Team meetings, implementing programmatic and course changes, and ensuring compliance with program standards. The department chair collaborates with course managers and department faculty on accreditation and assessment activities as well as admission reviews and provides adjunct support.

With recent changes in Education Specialist credentialing requirements, the associate dean reported program adjustments have been made to align with the new Teaching Performance Expectations (TPE). The program's course syllabi reflect the adjustments to meet the new TPEs.

Program documents and information gathered at the site visit confirm the ECSE program offers both traditional and intern pathways. Findings indicate that the majority of ECSE candidates are enrolled in the intern pathway. The intern pathway is designed as a two-year long, post-baccalaureate credential program (including summers) where candidates are recommended for and issued an intern credential and are hired by a partnering school district.

Program documents confirm that the ECSEAA program consists of six courses and the ASDAA program consists of four courses, both with fieldwork embedded in each course. Both programs can be completed in one year.

According to university documents and faculty interviews, for fieldwork, the ECSE candidates experience two different 8-week placements. For the traditional pathway, each 8-week placement includes a minimum of four supervisor visits, which includes two teaching observations over the eight weeks of teaching. For the intern pathway, each 8-week placement includes a minimum of three supervisor visits and eight teaching weeks. In both placements, candidates are provided with an expert mentor and the university supervisor serves as the liaison between school sites and the university. Candidates' student teaching occurs Monday - Friday, for the entire school day. When a candidate is not passing the placement/internship, the university supervisor is notified by the mentor, and they complete an improvement plan.

UMass Global participates in continuous program improvement driven and implemented by university faculty. Interviews and program documents confirmed the continuous improvement plans include data gathering from:

- Professional Dispositions: The School of Education has adopted a set of professional behaviors or dispositions that all candidates are expected to develop and demonstrate throughout their education programs. Dispositions are evaluated by course instructors and university supervisors at different points in the program and candidates complete a self-assessment at the beginning and end of their program.
- Advisory Committee: Constituents across the community gather to share needs, review trends, and recommend direction. Per interviews, a majority of the advisory board also work at the university as adjunct instructors. This information is reviewed by university faculty.
- Mentor Feedback: Mentors provide feedback after each term on the candidates' preparation process. This information is reviewed by university faculty.

- Course Surveys: Course effectiveness is measured by candidate reflections. Input is gathered on a variety of topics including meeting course objectives, instructor availability, and communication with professors. This information is reviewed each term by university faculty.
- Completer Survey: At the end of the program, candidates complete a completer survey. This information is reviewed by university faculty.
- Student Opinion Survey: Candidates complete an opinion survey. This information is reviewed by university faculty.

Course of Study

The School of Education's mission is to develop strategic, innovative, and caring leaders, scholars, and practitioners who are empowered to fulfill the promise and purpose of education in a pluralistic and democratic society by promoting constructive change within local, state, national and global communities. The Division of Special Education follows the Division for Early Childhood's (DEC) recommended practices, which include providing guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through six years of age, who have or are at-risk for developmental delays or disabilities. The topic areas include assessment, environment, family, instruction, interaction, teaming and collaboration, and transition. The recommended practices, in conjunction with the TPEs, are used by university supervisors to provide feedback during classroom observations and as part of the formative and summative assessment process.

The ECSE program has a sound theoretical base, as evidenced by university documents, university faculty and supervisors, mentor teachers, and candidates, which grounds the ECSE program in supporting candidates through mentoring, placements, and relevant coursework. The ECSEAA and ASDAA programs also have a sound theoretical base, as evidenced by university documents and university faculty, who support candidates through field experience and relevant coursework.

The ECSE program's student teaching/intern teaching component closely connects coursework to fieldwork, ensuring a strong tie from theory to practice. The ECSEAA and ASDAA programs' fieldwork activities/experiences component closely connects coursework to fieldwork ensuring a strong tie from theory to practice. According to program documentation and interviews, coursework is tied to fieldwork through assignments and placements. Candidates are required to develop lesson plans, behavior intervention plans, transition support documents, and other classroom relevant materials. Candidates collaborate with each other and support faculty and staff to meet assignments and credential specific TPEs. As evidenced by ECSE mentors, the school site learning experience which takes place for the school day (bell to bell) includes mentors as well as university supervisors; the latter serving as liaison between school sites and UMass Global.

Program courses are offered online. University faculty and course syllabi evidence that each course is linked directly to TPEs, and assignments are integrated with fieldwork where they apply knowledge in all areas of the pursued credential/added authorization.

As confirmed in interviews the program has an integrated focus which includes Multi-Tiered System of Supports, Universal Design for Learning, Social Emotional Learning, strategies for English Learners, and Culturally Responsive Teaching. Cooperating teachers and mentors also integrate support for SEIS and IEPs.

Assessment of Candidates

Candidates in the ECSE, ECSEAA, and ASDAA programs are continuously assessed throughout their program. According to candidates, they have access to all course expectations, assignments, and rubrics from the beginning of the course. In the ECSE program, assessment in placements on the TPEs occurs through observations and feedback that are completed by the university supervisor.

Prior to entering the ECSE program, candidates must meet the basic skills requirement. The basic skills requirement is typically met through the CBEST. Prior to entering the program, ECSEAA and ASDAA candidates must have a base credential. While in the programs, candidates must complete all required courses and maintain a GPA of 3.0. Concerning specific courses, candidates are required to complete all course assignments and participate in scheduled exams, projects, and fieldwork, as applicable. Candidates must pass each course with a grade of B-' or better. During fieldwork, candidates are evaluated by both the university supervisor and the mentor teacher.

To ensure appropriate recommendations for the ECSE Credential, prior to admission or within the first term of enrollment, candidates submit evidence of basic skills, early field experience, TB test, CPR certification, and certificate of clearance. Prior to student teaching or internship, candidates must also submit evidence of the US constitution requirement. After student teaching, candidates are required to submit an Exit Portfolio demonstrating their competency based on the Commission's Special Education Teaching Performance Expectations (TPEs) through LiveText. The Teacher Accreditation Department (TAD) within the SOE collects these documents and ensures they are documented in the student's file via Perceptive Content, a digital imaging system. Upon successfully completing and passing all credential, program, and coursework requirements, the candidate may apply to be recommended to the Commission for the credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Education Specialist: Early Childhood Special Education Credential and Autism Spectrum Disorders and Early Childhood Special Education Added Authorization Programs.

Preliminary Administrative Services Credential Program with Intern

Program Design

The Preliminary Administrative Services Credential (PASC) program offered at UMass Global provides program curriculum and clinical practice activities that are centered and focused on the California Administrator Performance Expectations (CAPE) and California Administrator Content Expectations (CACE) standards. PASC program candidates indicate they feel well prepared for acquiring entry level school administrator positions.

From program documents and interviews the PASC program operates in the UMASS Global School of Education and is led by an experienced and knowledgeable department chair/program director. The PASC credential program operates virtually for PASC candidates, instructors, and site supervisors. The director of Clinical Services works with campus based clinical coordinators to coordinate clinical practice placements and the director of Credential Services oversees the processing of candidate credentials. From the program review document and interviews, it was confirmed that the program curriculum team meets monthly via virtual technology. Program and course curricular decisions are made by the curriculum team. Program documents and interviews confirmed candidate assessment data and programmatic feedback are presented and assessed for supporting needed curricular and programmatic changes.

Program documents and interviews identified a variety of communication avenues for constituents to provide feedback to the program. Candidates provide feedback through Student Opinion Surveys (SOS) at the end of each course and an exit survey upon completing the program. Based on the Commission's data dashboards, candidate survey data indicates a high degree of satisfaction with the overall program, (e.g., 90% of responses are either effective or very effective). In addition, interviews and program review documents indicate communication with program candidates is facilitated by an advisement team that includes academic advisors and one stop specialists, who provide advising services. Program faculty also serve in the role of mentors.

Documents and interviews confirmed faculty have an important role in providing input into the program. Candidate data is shared with faculty and is analyzed and included in program improvement efforts. Semi-annual faculty meetings are held to calibrate instructors on signature assignments, share candidate data, and gather additional feedback for the program.

Program documents and interviews confirm the advisory board provides feedback to the program. The advisory board is composed of a variety of constituents from around the state. The advisory board meets twice annually to analyze and discuss candidate feedback data as well as for members to provide input to the program. Interviews confirmed feedback for the program is derived from advisory board member input at advisory board meetings.

The Preliminary and Clear Administrative Services programs have initiated a newsletter sent out to program constituents. The most recent newsletter, which provides program updates and current information, was published in April 2023. Communication about a variety of program initiatives and necessary information is communicated through the program newsletter.

Course of Study (Curriculum and Field Experience)

Program review documents and interviews indicate all candidates are required to complete 20 months of full-time study. Candidates seeking a California Preliminary Administrative Services credential complete nine 3-unit content courses taken in sequence using a cohort-based model over 20 months. Each course is two months in duration. Additionally, candidates take three one-unit Leadership Seminar courses throughout the program where there is an emphasis on each of the three cycles of the California Administrator Performance Assessment (CalAPA). Interviews with the program director reveal changes have recently been made in the course sequence allowing candidates to “double up,” taking two courses consecutively. This allows candidates to complete the program in 10 months.

Program review documents and course descriptions indicate the core of the program is based on a continuous cycle of content knowledge, clinical practice/field experience, and ongoing reflection. All courses are designed based on this model. To provide candidates with a strong theoretical knowledge base before engaging in field experience, each of the five content courses begin with an applied theory paper that focuses on selected California Administrator Content Expectations (CACE). Each paper should demonstrate the candidate’s ability to synthesize multiple scholarly sources and provide a critical analysis of what they have learned in support of the course learning outcomes, program learning outcomes, and CACE. Courses within the program provide candidates with multiple opportunities to become familiar with and demonstrate competence in each of the CAPEs. After the successful completion of the applied theory paper candidates complete three clinical practice/field experience-based assignments within each course. Each of the three clinical practice/field experience assignments requires between five to ten hours of field experience to complete and is focused on one or more of the CAPE indicators. Each content course builds on the prior knowledge of previous courses.

Formative and summative feedback from the candidate’s leadership coach and district support provider is provided three times throughout the program. The leadership coach also provides support to candidates on the completion of each CalAPA Leadership Cycle requirement including providing an overview of the cycle, developing a timeline, and facilitating candidate peer-to-peer discussion groups. A minimum of 10 hours of clinical practice/field experience, in alignment with the completion of CalAPA Cycle work, is also required.

Assessment of Candidates

Program documents, interviews, and course descriptions revealed the program has established six program learning outcomes (PLOs) which are aligned to the PASC content standards and performance expectations. Candidate performance on PLOs is measured by signature assignments in program courses. Candidates receive feedback on their performance from their

instructor. In addition to the PLOs, each course in the program has specific course learning objectives which are directly linked to course assignments which provide evidence of professional competency. The objectives and their assignments appear each week in the course “at a glance” document. Each course instructor evaluates these assignments and activities against a rubric and gives feedback to the candidate in Blackboard.

Through program documents and interviews, it was confirmed that candidates participate in formative and summative assessments that are taken at the beginning, middle, and end of their program to assess their leadership growth and professional dispositions. The candidate is assessed on the Aspiring Leaders Skills Assessment (Capellino & Wellner, 2014) by their district support provider and engages in several self-assessments to provide a 360° view of the candidate’s leadership strengths and opportunities for growth. Based on the assessment data, candidates create a comprehensive leadership growth plan that identifies areas for growth in their leadership skills. Candidates engage in an ongoing reflective process focused on their challenges and growth as a leader throughout the program.

Through program documents and interviews, it was confirmed that the CalAPA is required of all candidates of the PASC program. The CalAPA is structured around three full leadership cycles of investigate, plan, act, and reflect. Each of these four steps are addressed by each cycle, with candidates providing evidence of leadership practice for each step and are scored against a detailed rubric. Candidates receive detailed score reports following the submission of each CalAPA cycle. The Commission’s data dashboard confirms that candidates in UMass Global’s PASC program perform well when compared to the state averages.

Candidates also complete an exit survey at the end of their program where they have an opportunity to assess their own preparedness in various competency areas. Results of the survey are shared with faculty and used for program improvement.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Administrative Services Credential Program with Intern.

Clear Administrative Services Credential Program

Program Design

A complete review of the Clear Administrative Services Credential (CASC) program confirmed it is designed to support the individual candidate needs and leadership development for a beginning educational administrator. The program is aligned to and designed to support the candidate’s growth in the mastery of the California Professional Standards for Education Leaders (CPSEL) competencies.

Program documents and interviews show the CASC program is an online program, housed in the UMass Global School of Education, and led by a program director who reports to the chair of the department. As with the Preliminary Administrative Services program, the director of Clinical Services works with campus based clinical coordinators to coordinate clinical practice for candidates and the director of Credential Services oversees the processing of credentials. Program curricular decisions are made by the program curricular team which includes the department chair and the CASC program director. The program document and interviews confirm the curriculum team meets monthly, virtually and employs a variety of candidate data provided for making curricular decisions. Program and course curricular decisions are made by the curriculum team based on analysis of candidate assessment data and programmatic feedback from candidates and instructors.

Program documents and interviews with faculty and candidates confirm communication with the credential candidates is timely and effective. Candidate interviews clearly indicate they know who to contact if they encounter problems with technology, program courses, or other issues that emerge. Communication with credential candidates is facilitated by the School of Extended Learning, which provides advising services, as well as by faculty who serve in the role of coaches/mentors. The Teacher Accreditation Department (TAD) communicates with credential candidates regarding pertinent credential requirement updates. As mentioned above, the PASC/CASC programs have initiated a newsletter sent out to program constituents. The most recent newsletter (April 2023) provides current program updates and information as well as describing a variety of CASC program initiatives. Interviews with CASC program candidates indicated the information in the newsletter was useful.

Each instructor is an approved adjunct instructor with UMass Global and serves as a candidate's coach. Instructor/coaches are matched with candidates as they enter the program. Candidates can either choose their coach/instructor or be matched with a UMass Global approved coach/instructor. The coach/instructor and candidate collaboratively develop the Individual Induction Plan (IIP). Candidates and instructors/coaches attend a virtual orientation to begin the program. The coach is also their instructor for all program courses. The induction coach supports the candidate through job embedded coaching guided by the co-identified needs and goals of the candidate. IIPs are developed when candidates begin the program, with assistance and feedback from faculty coaches, and are revised as needed with their faculty coach as they progress through the program. Interviews with coaches/instructors indicate they participate in online training sessions. Once a coach/instructor is selected, the coach/instructor is provided with a brief overview of the CASC coach's role, commitment, and expectations in a virtual meeting. To be considered for the coaching role, the potential coach applies and provides their transcripts, resume, and credential information. The dean of the School of Education and the dean of Extended Learning verify the application information for hiring the coach. The CASC program handbook provides a process for reassigning a new coach, to a candidate, if needed.

Program documents and interviews indicate the program seeks a variety of feedback from constituents. Candidates complete and submit mid-program, and end of program evaluation forms evaluating the instructor/coach and the overall program. Instructor/coaches submit an

annual survey form to provide input into the program for continuous improvement. Surveys are provided through the School of Extended Learning. The program review documents and interviews show the advisory board is composed of constituents from around the state and confirms that the advisory board meets two times each year (fall and spring) to provide input on PASC/CASC programs. Interviewees indicated that occasionally CASC/PASC program candidates are invited to advisory board meetings to provide feedback on the effectiveness of those programs. The Commission's data dashboard indicates 70-80% of program candidates are satisfied or very satisfied with the preparation provided by the program.

Course of Study (Curriculum and Field Experience)

The program report, course descriptions, and interviews indicate fieldwork is embedded within the 12 seminar courses over the two years of the program. The program is individualized so each program candidate has a specifically assigned coach/instructor for the entire two-year program. Program documents and interviews show all CASC candidates enroll in 12 one-half unit professional learning and induction coaching courses. All courses are taken in sequence. Fieldwork consists of professional learning opportunities, guided by the IIP developed by the candidate and the instructor/coach, toward candidate improvement in identified specific growth areas. Seminar courses include professional development opportunities for candidates, either through their school, school district, UMass Global professional development opportunities through the School of Extended Learning, or other professional development opportunities. Each course is eight weeks in length, and candidates are enrolled for 12 terms over two full academic years. The courses provide individualized, job-embedded coaching throughout the clear credential program focused on specific course learning outcomes based on the individual needs of the clear induction candidate. Each course focuses on developing leadership skills and knowledge in a specific standard and element(s) of the CPSEL. Forty hours a year of induction coaching are required, averaging six-to-eight hours per course/three-to-four hours per month, for a total of 80 hours over the course of the program. Coaching meetings are conducted virtually. Candidates submit coaching logs in each course and are included in the induction portfolio for review by the induction coach/instructor at the end of years one and two. As part of each coaching session, the candidate completes their portion of the Collaborative Coaching Log. The log captures the candidate's reflections regarding the coaching session. All other parts of the log are completed collaboratively by the candidate and induction coach/instructor. The log is submitted in each course and is included as part of the IIP. The instructor/coach evaluates candidate work throughout the program and uses a Pass/No Pass grading system. CASC candidate interviews confirmed that candidates can provide formal feedback on the program and coach as a part of the coaching log.

Assessment of Candidates

Candidate performance on PLOs is measured through an induction portfolio completed throughout the program. All candidates recommended for the CASC must successfully complete the induction portfolio demonstrating satisfactory completion of the coaching hours, professional learning hours, and formative and summative assessments that include an evaluation of the candidate's IIP goal attainment and CPSEL competencies. All evidence of the candidate's leadership growth is documented through the induction portfolio. The induction

portfolio is assembled throughout the two-year program and is formatively reviewed at the end of the first year of the program and assessed for competency at the end of the program's second year.

The IIP is developed with the support of the induction coach/instructor. The integration of the CPSEs, the educational administrator's self-reflection on their strengths and needs regarding the CPSEL elements and review of the district/site data, forms the basis for the IIP. A minimum of two annual strategic performance goals are collaboratively developed by the candidate and their induction coach based on the CPSEs. One annual strategic goal is linked to the context and needs of the candidate's school/district and job responsibilities and a second strategic goal is aligned to the candidate's personal leadership development needs. The IIP is drafted in an initial course and then, is reviewed, updated, and assessed at three points in the program.

Candidates also participate in other formative and summative assessments at the beginning, middle and end of their program to assess their leadership growth and professional dispositions. All candidates and induction coaches/instructors complete a professional dispositions inventory at several points during the program including: a self-assessment, a formative assessment, and a summative assessment of the SOE dispositions. A Leadership Self-Assessment is also conducted three times in the program.

Candidates receive advice and support about how they will be assessed (and informed of the results of the assessments) through the CASC Program Handbook, from information provided within each course, and directly from their induction coach/instructor. At the current time, there is only one candidate in the CASC program who received a preliminary credential without completing the CalAPA, pursuant to the Governor's COVID-19 Executive Order that allowed for deferral of the CalAPA requirement to the CASC credential. Any CASC candidate who needs to pass the CalAPA has access to modules, contained within each CASC course, to support them with completing and passing the CalAPA. Candidates can also make a request to the CASC program director for additional support as needed to pass the CalAPA.

Candidates complete an exit survey at the end of their program where they have an opportunity to assess their own preparedness in various competency areas. Results of all surveys are shared with faculty and used for program improvement.

Findings on Standards

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

Pupil Personnel Services: School Counseling and School Psychology, both with Intern

Program Design

The Pupil Personnel Services (PPS) School Counseling (PPS-SC) and School Psychology (PPS-SP) programs at UMass Global are housed in the School of Education (SOE). The two interwoven

programs share institutional structures, faculty members, and courses. As such this report, where possible, treats them collectively referring to them as PPS. Where differences need to be detailed, program names are offered. Each PPS program is designed to align with California Commission on Teacher Credentialing (Commission) program standards and performance expectations. Additionally, each is consistent with the principles of its national association: PPS-SC with the American School Counseling Association (ASCA) and PPS-SP with the National Association of School Psychologists (NASP). The PPS programs are designed for candidates who plan to deliver highly informed and well-practiced school counseling or psychological services to diverse learning communities.

One of four associate deans within the SOE oversees the PPS programs. At the program level, each PPS program is led by a full-time lead faculty member who reports to the associate dean and oversees the program, all full-time faculty, senior lecturers, and adjunct faculty.

UMass Global's PPS statewide programs are delivered in online and hybrid formats in traditional and intern pathways. The PPS-SC program is a two-year, full-time course of blended/online classroom instruction that requires 100 practicum hours and an 800-hour fieldwork internship leading to the Pupil Personnel Services credential with an additional authorization in Child Welfare and Attendance (CWA). The PPS-SP program is a three-year, full-time course of blended classroom instruction that requires 450 hours of field practica and a 1,200-hour internship leading to the Pupil Personnel Services credential with authorization in school psychology.

PPS classes are taught in the evenings over eight-week terms. All of the PPS-SC courses are online. PPS-SP classes that are practicum and fieldwork based require blended course work. Most of the courses that PPS-SP candidates take during the first year are taken with their PPS-SC peers and are offered completely online. The PPS programs utilize the UMass Global Instructional Design for Engaged Adult Learning (iDEAL) model and are delivered using Blackboard Learning Management System. All courses include a syllabus, a weekly course-at-a-glance template explaining classroom instruction, and an assignments and grading table with references to California's PPS standards and performance expectations.

PPS program responsibilities include gathering program data, ensuring alignment with state and national standards, and enabling connections between candidates, faculty, program leads, administrators, university-based supervisors, site-based supervisors, credential analysts, and advisory board members. Program leadership, faculty, and support staff meet regularly as a community and in smaller purpose-driven groups. There was evidence from each group interviewed that considerable resources (time and energy) are being devoted to supporting candidates.

Based on evidence from interviews with candidates, lead faculty, and departmental personnel, there are multiple pathways available for candidates to pursue. The PPS-SC program offers a Master of Arts in Counseling with a Pupil Personnel Services Credential in School Counseling with an added authorization in Child Welfare and Attendance (CWA). The PPS-SP programs are

offered as either an Education Specialist (Ed.S.) in School Psychology or a Master of Arts in Educational Psychology with Pupil Personnel Services Credential. Candidates who enter the PPS-SC program holding a master's degree may opt to complete the program via a credential only option or a Master of Science degree with PPS credential, or a PPS credential and CWA only (for those already in possession of a discipline-related master's degree). Program standards for both the PPS-SC and PPS-SP programs are extensive. To ensure integrity with the standards, evidence supports the narrative that courses in each program are aligned and scaffolded across the entirety of the program.

The introduction of new systems (instructional, organizational, support) promised improved candidate experiences but may have led to inconsistent experiences as candidates enter the programs. Candidate and completer interviews evidenced inconsistencies in orientation and uneven understanding of program expectations such as those documented in program handbooks. Evidence from candidate interviews revealed that following an audit of the candidates' files, those approaching program completion are notified of any missing documentation that must be received before they can be recommended for the credential. Credential analysts and clinical coordinators are available to respond with details to candidate questions of credentialing and field placement. Candidate, completer, supervisor, and faculty interviews evidenced overlapping and substantial layers of candidate support that seemed to compensate for the inconsistencies brought on through change. Recent emphasis on the Early Alert, Faculty Mentoring and Action Plans show promise of identifying and helping candidates in need of additional support.

Course of Study (Curriculum and Field Experience)

The philosophical foundation of the PPS programs is grounded in the viewpoint that school counselors and psychologists are highly educated mental health professionals able to bring critical reflection, data-based decision-making, and applied skills to address complex problems which confront them as school practitioners. The course of study stresses the need for school counselors and psychologists to understand the psychological, socio-cultural, environmental, and economic influences that shape the behavior and potential of children, families, and school personnel. PPS candidates can apply their training as data-based problem-solvers by taking a proactive stance in the best interests of students and the individuals who serve them. Candidates come to understand the vital influence the teacher, school, and classroom environments, and the community have on each student.

The PPS programs have rolling admissions and multiple starts across UMass Global's six term academic year. The PPS-SC with the Child Welfare and Attendance Added Authorization program is 48 semester credits of coursework over two years including 800 hours of fieldwork internship in two different public PK-12 levels and an external placement in a non-educational setting. The PPS-SP program is 69 semester credits of coursework over three years including 450 practicum hours and a 1200-hour internship. Year one of both programs is composed of a common set of seven foundational courses that includes law and ethics, child and adolescent development, research and evaluation, positive behavior supports, counseling and interventions, multicultural counseling, and group leadership and intervention. Evidence from

candidate, faculty, and completer interviews suggests cross-program enrollment in the foundational courses offers opportunities for learning from multiple program perspectives.

Though face to face and hybrid course formats have been offered in the past, PPS courses are offered in an eight-week online synchronous class format. Candidate and faculty interviews indicate mentoring relationships develop during fieldwork/internship over three (PPS-SC) or four (PPS-SP) courses where cohorts stay together with the same professor. This continuity helped candidates develop confidence in the field and ensured they were supported by the program.

The courses of study for the PPS programs have each changed significantly over the past two years to reflect the new standards and the embedded Child Welfare and Attendance (CWA) authorization in the PPS-SC credential. Interviews and document review indicate that the unit has developed new programs to align with the Commission's new School Counseling and School Psychology preconditions, program standards, and performance expectations. Although UMass Global offered many online courses pre-pandemic, it was reported that courses that were offered in-person or hybrid were shifted to fully online. Almost all online courses include synchronous online class sessions. Evidence supports the revision of PPS-SC and PPS-SP program handbooks, field experience forms, creation of rubrics as a means of assessing student progress, as well as embedding practicum requirements in multiple courses. To increase candidates' ability to monitor their progress through their coursework and practica, the program developed a system that candidates use to log their field experience hours. The fieldwork log that candidates maintain documents the number of hours in the variety of settings as required to meet the standards. The programs have worked to better integrate the elements of the capstone projects (professional portfolio and performance expectation folder) throughout the coursework as opposed to leaving it to the end of the program.

School Counseling

As reported during interviews with program directors, candidates, faculty members, university supervisors, and site supervisors, candidates in the school counseling program who are seeking the PPS-SC credential, are prepared to meet the needs of pupils in PK-12 in public schools by providing comprehensive school counseling practices across the three domains of school counseling, as referenced in the California Education Code 49600 as academic development, career development, and social/emotional development of the child. Candidates progress through "core" counseling courses, engage in foundational coursework integrated with 100 hours of practicum, which is completed prior to beginning the 800 hours of supervised (university supervisors and site supervisors) fieldwork at two distinct PK-12 grade levels. An additional requirement included in the 800 hours of fieldwork is for candidates to conduct fieldwork in a non-educational setting with external organizations. Of the 150 required hours for the Child Welfare and Attendance authorization, 90 of them are direct student contact.

School Psychology

As reported during interviews with program directors, candidates, faculty members, university supervisors, and site supervisors, candidates in the school psychology program, who are

seeking the PPS-SP credential are preparing to meet the needs of public-school PK-12 pupils with a robust preparation in areas that promote mental health, academic and social emotional development, and work with a diverse student body. Interviews confirm that candidates progress through “core” school psychology courses plus seminar and field experience/internship requirements. Candidates begin their preparation in foundational coursework and practicum, and complete 1200 hours of internship experience at two different PK-12 grade levels.

Interviews with constituency groups indicate the PPS programs seek input from advisory board members who have an interest in ensuring success of the programs and the candidates it prepares for service in school communities statewide. There was diversity among the advisory board members, many of whom serve UMass Global in a formal capacity in addition to their role on the advisory board, from recent graduates to long-time practitioners in K-12, private and higher education settings. There was a consensus that the PPS programs are appreciative of the participation of board members and welcome any insights they provide during the meetings they hold each year.

Once admitted, PPS-SC and PPS-SP candidates are assigned a faculty mentor with whom they work throughout the program. This relationship is developed early to establish clear lines of communication for the benefit of the candidate in these well-structured, intensive programs. Interviewees reported that they meet with faculty mentors throughout their program and are encouraged to contact them at any time questions arise. Academic advisors develop program plans and logs while credential analysts are experts in requirements for credentials. Each is a resource that provides substantive program information and allows candidates to remain aware of program requirements and monitor their progress toward program completion.

The course of study for PPS-SC engages candidates in a curriculum aligned with the Commission’s five program standards and ten school counseling performance expectations. Inclusive of the field experience portion of those standards, candidates are supervised in the field experience by the site supervisor and the university supervisor. Candidates are expected to become increasingly involved in the field experience and directly engage with the delivery of services to PK-12 students when perceived ready by the site supervisor and university supervisor. The field experience portion of the program includes opportunities for formative and summative assessment of the candidate. Feedback on site and university supervisors does not appear to be formally collected by the programs.

The course of study for PPS-SP engages candidates in a curriculum aligned with the Commission’s five program standards and the ten school psychology performance expectations. Interviews with candidates and site supervisors indicate that the practicum experience is largely observational with involvement increasing when perceived ready by the site supervisor. The 450-hour practicum experience exposes candidates to school site culture and responsibilities of the school psychologist and serves as preparation for the 1200 field experience/internship hours to follow. Candidates are to complete field experience hours at two different school levels (elementary, middle, high). During the field experience/internship, PPS-SP candidates

perform the duties of the school psychologist and delivery of services to the PK-12 students with increasing independence from the site supervisor. Interviews with program completers overwhelmingly confirmed that the coursework and instruction on how to administer assessments prepared them well for the internship, improving their competence and confidence. Interviewees also concur that the school psychology professional portfolio they developed to demonstrate work completed during practicum and field experience/internship, served two purposes: it improved their marketability for employment as they were hired immediately after graduation; and it allowed them to submit the portfolio should they apply to become a Nationally Certified School Psychologist.

Assessment of Candidates

Interviews with site supervisors, university support providers, candidates, and faculty affirm the layers of assessments central to the school counseling and school psychology program design. The programs each offer formative and summative assessments of candidate competence in the form of course assignments, research projects, signature assignments, discussion boards, psychoeducational reports, presentations, quizzes, professional portfolios, performance expectations folders (PEFs), and PRAXIS exams. Faculty interviews and program summary documents confirmed that new rubrics to improve assessment of the school counseling candidate's progress toward meeting the School Counselor Performance Expectations (SCPEs) have been developed over the past two years. These sources also confirm that school psychology candidate performance is assessed along professional characteristics and the ten domains of the NASP practice model. PPS candidates are assessed at the beginning, middle and end of their experience through self-assessment, their site supervisor and university supervisor. Interviews with faculty and program directors indicate that all PPS-SC and PPS-SP candidates must pass the PRAXIS exam. PPS Candidates' final assessment is the exit interview where they present their PEF (PPS-SC) or Professional Portfolio (PPS-SP) to senior faculty.

Candidates receive feedback on their assignments from faculty in each class they attend. Evidence received from candidates indicate that field experience/internship supervisors and university supervisors provide feedback to candidates based upon their performance during fieldwork via the planning document, midyear assessment (formative), and the end of year assessment (summative), as well as log sheets where they track field experience/internship hours. Interviews with faculty indicate that candidates are able to access their grades at any time through the learning management system, Blackboard.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Pupil Personnel Services: School Counseling and School Psychology Credential Programs.

California Teachers of English Learners Credential Program

Program Design

The California Teacher of English Learners (CTEL) leading to an English learner authorization provides credentialed teachers or other appropriate credential candidates with a Commission-designated authorization to serve students with limited English proficiency. It is designed for candidates who hold an active and valid California teaching credential who need to add the Cross-Cultural Language and Development (CLAD) authorization to their credential. The CTEL program is offered through the university's School of Extended Education. This authorization program follows all School of Education graduate policies and procedures.

The associate dean oversees the CTEL program and communicates directly with the dean of the School of Education. The dean's leadership team meets every other week and the agenda for the meetings is developed by the dean with input from other leadership team members.

Course of Study (Curriculum and Field Experience)

The CTEL program consists of four synchronous online eight-week courses. These courses can be taken in any order. The candidate will also submit a portfolio for assessment before applying for the CTEL authorization. At the successful completion of the course, the candidates submit a Demonstration of Mastery portfolio that is assessed. Through the credential analyst, the candidates then apply for the CTEL.

There is ongoing communication within the program and institution. During the fall and spring, all full-time faculty members in the School of Education meet in Irvine for multiple days of meetings. During these meetings there are general sessions with all faculty and break-out sessions for curriculum teams.

The CTEL program curriculum team (CT) meets once a month via the Zoom video conferencing platform. Each meeting is at least an hour in length and is guided by an agenda drafted by the faculty CT chair. Members of the CT are invited to suggest agenda items. Minutes of each meeting are also kept on file. The associate dean overseeing the CTEL program attends the monthly meetings. The dean of the School of Extended Education and its director of K-12 programs are both frequently invited and attend these meetings, as well. Team members from both the SOE and the School of Extended Education communicate openly and freely with each other.

CTEL curricular decisions are made by the five-member CTEL Curriculum Team and led by the program's curriculum team chair and the associate dean who oversees the program for the School of Education. This team is in communication with the dean of the Extended Education program and the Extended Education's director of K-12 programs. The members of the CTEL Curriculum Team are all full-time faculty in the School of Education.

Supervised field experiences or clinical practice is not required for the CTEL added authorization program. When needed, candidates complete assignments such as ELD lessons in their own class or school setting. Assignments are monitored and assessed by the instructors of those courses.

Faculty members have opportunities to provide feedback on the specific course they are teaching via a survey in the Blackboard learning management system. Both full-time and adjunct faculty have access to this survey while they are teaching the course.

Assessment of Candidates

The CTEL candidates are assessed on the signature assignments they complete in each course and a culminating Demonstration of Mastery portfolio. At the culmination of their CTEL program, candidates submit a Demonstration of Mastery Portfolio of CTEL standards four through ten. The portfolio includes the development of a reflection paper and select artifacts. Candidates must provide at least two artifacts for each standard and a rationale explaining how each artifact meets a specific standard. A standardized assessment rubric is used to determine a candidate's competency. Candidates submit the Demonstration of Mastery portfolio through LiveText. Portfolios are evaluated through a blind review process using a standardized assessment rubric.

CTEL Candidates may refer to the CTEL handbook and portfolio guidelines for CLAD certificate or English Language Authorization Ongoing support and guidance is also provided by the course instructor and the faculty curriculum chair for the CTEL program. When necessary, CTEL candidates reach out to the instructors for additional support through office hours, Zoom and/or phone conversations.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the California Teachers of English Learners Credential Program.

INSTITUTION SUMMARY

The School of Education (SOE) is one of five schools comprising UMass Global, an independent non-profit university that offers a wide range of fully online programs serving students across California. The former Brandman University was acquired by UMass Global, an affiliate of University of Massachusetts, in November 2020. In February 2021, the Commission took action to continue the approval of Brandman University as a program sponsor under the name and control of UMass Global. Over the last two years, the institution has been moving through a series of major changes in leadership, organizational structure, program modality, personnel, and physical space. Following the departure of senior university leadership, Chancellor David Andrews was appointed in April 2022, Interim Provost Laurie Dodge started her position in December 2022, and Associate Dean Alan Enomoto moved into an Interim Dean position for SOE in January 2023.

Changes have also been recently made in program modality. Before the pandemic all programs had increased their online offerings in response to student demand, so the pandemic's forced shift to virtual modality went relatively smoothly. In 2021-22, however, UMass Global's leadership made the decision to close all 26 regional campus offices and eliminate 25 regional outreach positions. The main campus building in Irvine was sold and the third floor leased back to house the central offices of UMass Global as part of the downsizing of the university's footprint. Thus, instead of working from geographical locations, SOE faculty and staff have been reorganized to serve candidates by program, and advising has been centralized with a dual-advising structure comprised of professional and faculty advisors. This reorganization is still in process.

The compounding factors of the pandemic, the change of ownership, and the subsequent closure of 23 regional campus offices have all contributed to a major decline in SOE enrollment by 30% from previous levels. Student enrollment for UMass Global has decreased overall, although it is beginning to stabilize. Lower enrollment has impacted university resources, leading to a first-time reduction in faculty through non-renewals of contracts, and a reduction in staff positions, with a hiring freeze currently in place.

The SOE and its programs have persisted throughout these changes in meeting the standards and in providing well-prepared teachers, clinicians, and leaders to the regions they serve. Provost Dodge and Dean Enomoto are long-time leaders in the institution, and bring important continuity, institutional knowledge, and trust to their new positions. The four associate deans have consistently stepped up to lead and support faculty, staff, and candidates. Meeting structures for routine communication and information sharing are in place. Still, the changes have been felt deeply across the institution and in the SOE and have both shaken the foundation of the work and prompted a heightened sense of purpose and teamwork. With senior university leadership that believes in open channels of communication, and new access to support from the Outreach and Recruitment teams, the SOE continues to focus on increasing enrollment and maintaining strong programs.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Inconsistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Since its transition from Brandman University to UMass Global in 2020, there have been significant changes across the university in leadership, program modality, student enrollment, and personnel. (Please see the Institutional Summary). As the report will show, through these significant shifts a core group of faculty, staff, and leaders in the SOE are maintaining their programs through strong collaboration and shared commitment to candidates. The impact on the SOE continues to be felt in many ways, such as the change from campus-based to a program-based delivery model and related changes in advising and clinical placement protocols, and loss of faculty and staff positions. Still, interviews with SOE leadership, faculty, candidates, completers, and constituents indicate that the programs are fundamentally intact and serving candidates effectively. Interviews also highlight the creative planning underway in response to major changes, and the teamwork that is emphasized and appreciated across the SOE. The non-renewal of faculty, due to decreased enrollment, is felt deeply across the institution, as this is the first time this has taken place. Importantly, even as this disruption is profound, the dean and associate deans continue to emphasize the value of maintaining strong working relationships and communication, and of creating a culture of open dialogue with both colleagues and candidates.

The team's review of documents, reports, websites, and interviews with leadership across the university confirm that the SOE has the basic infrastructure in place to operate each of its programs. The SOE updated its vision and mission through a process started in fall 2022 under the previous dean and recently completed; it is now ready to be included in handbooks and websites. Interviews with faculty and school leaders, and a review of the table listing all constituent meetings and members, show that constituents are included in decision-making and planning through regular college-level and program-level meetings. The interim dean convenes the SOE cabinet – four associate deans and the dean's assistant – every other week. Similarly, the associate deans collaborate with the clinical coordinators and faculty mentors for their programs to take responsibility for supporting candidates and trouble-shooting any issues they may encounter. The Teacher Accreditation Department (TAD) is a collaboration between Admissions, and the directors of Clinical Services, Credential Services, and Assessments to address workflow for improving student services. The team found through interviews and document review that internal and external constituents, through advisory boards, are engaged appropriately in the feedback and design of programs, and that the faculty who teach methods courses are actively involved in PK-12 settings.

Resources for the SOE are provided by the university consistent with all schools in the university, and the SOE is understood and supported by university leadership. The dean is part of the Provost's Council and has institutional support to lead the SOE. Interviews with senior leaders confirm that SOE candidates have access to technology and library services, tutoring and writing support, disability services, and centralized advising. Through the transition in personnel, the institution has updated processes for outreach, marketing, recruitment, and admission. The university's one-stop advising center has 42 advisors, five of which are assigned

to the SOE. School of Education leaders describe a budget planning process in which they have input, and a new climate of communication between them and university leadership that allows them to share ideas and concerns. Interviews with faculty, supervisors, and candidates point to the need for ongoing support for the transition from campus-based to online delivery models, including technology tools and hardware, training in online supervision platforms, online course design, and the learning management system (Blackboard).

The team’s review of faculty recruitment materials, position postings, and sample contracts for full-time faculty and adjuncts confirms that the institution selects and hires qualified persons to teach and supervise candidates. Statements of commitment to diversity in hiring, and checklists used to confirm qualifications of supervisors and cooperating teachers, are evidence of the institution’s attention to building a faculty that represents the student population of California. The Educational Doctorate program, with its diverse group of candidates, is described as having been a resource over time for diversifying the faculty.

Interviews with the director of Credential Services and with credential analysts, and review of documents used in the process of application and recommendation of credentials show that the SOE has a clear process in place for confirming that candidates have met all requirements, and that is followed consistently. Software platforms are used to organize and store forms and data, including Banner, Perceptive Content, Degree Works, and Sharepoint.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Inconsistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Inconsistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Inconsistently

Finding on Common Standard 2: Met with Concerns

Summary of information applicable to the standard

Candidates are purposefully recruited to the programs through the strategic business development outreach team. Data reported by the institution confirms that since 2017, there has been an increase in the number of candidates enrolled who self-identified as a race other than solely White from 14.68% to 18.57%. The outreach team partners closely with district and county partners to actively recruit candidates representing diverse backgrounds through strategies such as hosting routine informational sessions, attending virtual and in-person recruitment events hosted by partners, and working closely with the one-stop advisor team. The outreach team has prioritized addressing financial barriers to support diverse candidates by actively promoting support opportunities available through community colleges and PK-12 district partners and streamlining tuition billing for grant-based initiatives awarded to candidates to simplify the process.

Candidates are admitted to the programs based on criteria determined by both state credential requirements and an SOE faculty committee, which meets annually to review admissions criteria. A review of evidence confirmed ample resources are available to candidates to guide them toward meeting program competencies such as clinical and program handbooks, checklists, and assigned advisors and mentors. Interviews also confirmed candidates are supported and guided to attain program requirements through a collaborative model including academic advisors, associate deans, faculty mentors, clinical coordinators, and credential analysts. However, education specialist candidates and pupil personnel services candidates reported feeling unsure of courses and some confusion on program requirements. The institution has recently begun implementing a dual advising model with assigned academic and faculty advisors. With this model, assigned academic advisors serve in the primary role and provide program orientation and support in attaining program competencies upon candidate admission to the program while dedicated faculty mentors guide candidates and provide more individualized just-in-time support to candidates. Interviews with institutional members such as program faculty, advising leadership, clinical coordinators and faculty mentors confirmed overlapping layers of candidate support. Information on roles and responsibilities of the candidate support team is detailed in the clinical handbook. However, with the recent institutional transitions, findings from candidate interviews, supervisor interviews, clinical coordinators interviews did not confirm that support and assistance available to guide candidates is clearly defined across all programs.

An early alert system has been implemented across programs and was referenced in interviews with the director of Advising and Retention and faculty mentors. During interviews, faculty mentors detailed situations in which they have counseled and advised candidates and guided them toward appropriate resources to ensure they remain on track. A review of documents confirms that dispositions self-assessment is in place to guide candidate development and an action plan is in place for candidates who are struggling and may need additional support. Interviews with the clinical coordinators confirmed they and the university supervisors serve in the primary role of intervention during fieldwork and clinical practice. When more urgent situations arise during fieldwork experiences, the clinical practice and credential services

director intervene to implement the action plan with the candidates, supervisor, and cooperating teacher/site-support provider. However, Multiple Subject and Single Subject credential program site-based supervisors reported feeling unsure of what to do when a candidate is struggling.

Rationale for the Finding

While there was documentation and some evidence from interviews with faculty mentors and clinical coordinators that programs provide support and assistance, interviews with candidates and completers across most of the programs reported difficulties accessing personnel to assist them with program level questions and information needed regarding their progress in the program. In addition, cooperating teachers across programs reported a lack of communication with university supervisors and the need for more information about how to assist candidates who are struggling in their respective programs.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The unit implements a course of study that follows the UMass Global IDEAL model of instruction (Instructional Design for Engaged Adult Learning) which blends innovative teaching, current curriculum, and the latest technology to facilitate candidate learning. Blended courses are offered, and the unit has recently transitioned to mostly fully online courses. Each session is eight weeks in length. Program candidate and program faculty interviews along with a review of coursework confirmed candidates have field experiences aligned to their courses of study and seminar courses are also offered to support field experience.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites, as appropriate to the program. Placement criteria is in place and supported by Memorandums of Understanding (MOUs) with district partners. Prior to entering into an MOU with a district partner, the unit ensures that candidates have opportunities to experience issues of diversity and evidence the opportunity to effectively implement research-based strategies for improving teaching and learning through an Appropriateness of Placement document. This document includes selection criteria for the clinical setting such as serving a racially and ethnically diverse population and commitment to developmentally and culturally appropriate practices. Criteria also ensures site-based supervisors are certified and experienced. Clinical coordinators confirmed the unit’s process and efforts to secure settings serving diverse communities and ensure candidates are matched with qualified site-support providers. However, it was also reported the placement process has been impacted by a shift from geographical region support to centralized support in terms of previous district-partner relationships established by clinical coordinators for selection of site-based supervisors.

A review of evidence and interviews with clinical coordinators and site-based supervisors confirmed site-based supervisors across all programs are oriented to their roles through program-provided training such as online modules, one-on-one meetings, the intersegmental project, and verification of relevant professional development supervisors may have completed. Clinical handbooks detail roles and responsibilities of candidates, university supervisors, and site-support providers. Interviews with program candidates and site-

supervisors confirmed that there are some mechanisms in place for the evaluation of supervisors such as candidate opinion surveys and communication channels such as phone and email. Though candidates and cooperating teachers have opportunities to provide input on their clinical experiences, the feedback on site-support providers is not yet systematic across all programs.

Candidates are supported and advised to meet program competencies through written materials such as program handbooks, assigned academic advisors, faculty mentors, clinical coordinators, and university supervisors. Interviews and a review of documents confirmed a formal system is in place to support struggling candidates in their clinical experiences through the form of an action plan and triad meeting with the candidate, site-based and university supervisors and if necessary, the director of Clinical Services. However, during interviews with multiple and single subject supervisors, not all were aware of the action plan for struggling candidates.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

A thorough document review, followed by interviews conducted during the site visit, provided clear evidence of a continuous improvement process which benefits from support and the participation of individuals at the university, school, and program levels. Program review data, supplemented with information gained in interviews with each constituent group engaged in the review system, provided the accreditation team with a clear understanding of the processes employed and its intended result. Continuous improvement benefits from both program assessments and program reviews which, together, are conducted over a six-year cycle. As

asserted in the university-provided accreditation review materials, the assessment cycle “enables the unit to know programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.” Evidence provided throughout this accreditation review substantiates this assertion.

In year two and year four of the cycle, a program assessment takes place. Here, full time faculty, adjuncts, and other constituents review learning outcomes evidence and develop action plans to address any identified areas of concern. The Office of Institutional Assessment and Planning provides a program assessment template with programmatic data for the faculty to analyze, reflect, and share with constituents and adjunct faculty. The program assessment template includes data on student learning (e.g., rubric data for program learning outcomes), graduation and retention data, and Student Opinion Survey (i.e., course evaluation) data. The assessment office meets with the Associate Deans of Assessment for each school and holds webinars and teleconferences with the faculty to review the template, discuss next steps (e.g., constituent feedback summary form completion and action plans), and address questions as needed. The full-time faculty analyze student learning data and receive input from adjunct faculty and constituents noting overall strengths and weaknesses. Full-time faculty then develop an action plan with items that address identified issues targeting improvement of student learning. Approximately twelve months later, faculty review the action plan and update the status by completing the closing the loop template.

Program assessment is complemented by a comprehensive program review which occurs in year six of the cycle. Program review leverages the previous program assessments and resulting action plans but extends to include budget considerations and data from surveys and interviews—including completers and adjunct faculty, and feedback from external reviewers. Program review includes a five-hour site visit conducted by the review team which includes an external expert from another university, as well as a UMass Global reviewer who is external to the School of Education.

During the site visit, interviews with adjunct faculty and advisory board members offered evidence that program leadership creates regular opportunities for feedback about the quality of candidate preparation across the programs, as well as react to and make recommendations for program improvements, based on diverse data sources. Within each program, candidate-related data is gathered at defined points as evidenced in course syllabi (signature assignments, in particular) and assessment examples. Program review documentation offered examples of each type of data which included formative assessments and signature assignments, Student Opinion Surveys, program-specific supervisor evaluation data, and licensure exam passage rates (i.e., CalTPA, CalAPA). The Office of Institutional Assessment and Planning complements these program-specific data with additional measures that include enrollment data, graduation data, and satisfaction data to inform each step in the continuous improvement six-year cycle.

Documents provided prior to the site visit (e.g., Program Review template), coupled with interviews, provided the review team with examples of action plans that define improvements made in each of the individual programs. These improvements often resulted from, and were

informed by, candidate performance and program effectiveness data. Program leaders shared examples of actions taken based on data and constituent input during site visit interviews. Specific to program-level advisory boards, it should be noted that continuous improvement efforts are informed by advisory boards which most often follow a biannual meeting schedule. Advisory board members described their contributions to continuous improvement in tangible ways that included feedback on candidate performance; assessment of program outcomes against both practice in the field; and opportunities to surface contemporary and unmet needs from their practitioner perspectives. Additionally, actions taken by program leadership in direct response to the board member input were provided.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The UMass Global programs reviewed as part of this accreditation cycle are having a positive impact on the schools, leaders, teachers, students, and community members they involve. Surveys from completers, coupled with various types of formative data from candidates and fieldwork supervisors, supplement program-specific data and are used, together, to determine the readiness of candidates and completers in the schools.

In interviews, employers described UMass Global candidates as “hard working” individuals who typically bring additional life experience to their positions. The application of that lived experience often sets UMass Global candidates apart from their peers and, from the employer perspective, hastened a shorter path to successful classroom performance and impact. Examples offered by employers to substantiate the assertions that UMass Global graduates are making an impact included a special education teacher being awarded teacher-of-the-year within their first 18 months of employment. Here, the employer observed that this individual, like other UMass graduates, entered the profession well-prepared to support transformational change through an ideal combination of theory and its application in the school setting. Another example described a graduate who designed a successful transition program for students with moderate to severe autism. Equally compelling was the description of a

candidate who was not achieving the level of performance needed. In this case, the UMass Global mentor/supervisor proactively reached out to the site to discuss the concerns and strategize around necessary supports to help bolster the candidate's performance and impact.

The Commission's dashboard data confirms perspectives gained during interviews with both advisory board members and employers. Here, the latest employer data found each of the six respondents agreeing that UMass Global candidates to be adequately, well, or very well prepared as teachers. Historical data suggests similar, with 31 of 33 employer-respondents during the 2019-2020 academic year indicating the same—including almost half (45.5%) indicating well or very well. Detailed ratings from the same year indicate that employers specifically note UMass Global graduates' ability to work with colleagues to improve instruction, and to select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students.

As discussed in Common Standard 4 narrative, the comprehensive continuous improvement system and review cycle provides the means to interrogate student learning outcomes at regular intervals. Such efforts also direct inquiry around the transfer of learned skills to practice, which benefits the programs both in quantifying impact and offering insight to inform the optimization of the preparation provided. Employers praised UMass Global's leadership for being "forward thinking" and preparing educators who are the same. Here, one district administrator defined this reflective practice as constantly questioning, "what is education going to need, what do we need to change in order to achieve the best outcome, and how do we use what we know to best meet community needs." Employers asserted that UMass Global graduates are able to heighten their impacts through the use of both forward thinking and their commitment to transformational change.