

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
California State University Sacramento**

Professional Services Division

February 2012

Overview

This agenda report includes the findings of the accreditation visit conducted at California State University, Sacramento (CSUS). The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	18	1	
Single Subject	19	18	1	
Bilingual Authorization	6	6		
Education Specialist	16	16		
Education Specialist: Mild/Moderate	6	5	1	
Education Specialist: Moderate/Severe	8	7	1	
Education Specialist: Early Childhood	10	10		
Reading Certificate	10	10		
Reading and Language Arts Specialist Credential	10	10		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Administrative Services, with internship	15	14	1	
Pupil Personnel Services: School Psychology	32	32		
Pupil Personnel Services: School Counseling	32	32		
Pupil Personnel Services: School Social Work	25	24	1	
Speech Language Pathology	16	16		
SLP-Special Class Authorization	5	5		
School Nurse Credential	9	9		
School Nurse: Special Teaching Authorization	3	3		

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

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

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

Institution: California State University, Sacramento

Dates of Visit: October 30, 2011 - November 2, 2011

Team Recommendation: Accreditation with Stipulations

Rationale:

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

Common Standards

The team found that all Common Standards were **Met** with the exception of Standard 2: Unit and Program Assessment and Evaluation which was found to be **Not Met**, and Standard 1: Educational Leadership and Standard 6: Advice and Assistance, which were found to be **Met with Concerns**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for CSU Sacramento. Following discussion, the team considered whether the programs' standards were met, met with concerns, or not met. The CTC team found that all program standards are **Met** for the Early Childhood Education Specialist, Bilingual Authorization, Reading Certificate and Reading and Language Arts Specialist Credential, School Psychology, School Counseling, Speech-Language Pathology with the Special Class Authorization, and the School Nurse Credential with the Special Teaching Authorization in Health.

The team found all but one standard met in each of the Multiple and Single Subjects, the Education Specialist Mild/Moderate and Moderate/Severe, Preliminary Administrative Services, and School Social Work programs. For each of these programs, one standard was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the finding that six Common Standards were **Met**, two Common Standards were identified as **Met with Concerns**, one Common Standard was **Not Met**, and all Program Standards were **Met**

with the exception of six standards which were **Met with Concerns**, the team unanimously recommends an accreditation decision of **Accreditation with Stipulations**.

Stipulations:

1. That the California State University, Sacramento education unit provide evidence that leadership supports a clear research-based vision for all education preparation programs and fosters cohesive management, including clear communication and lines of authority and responsibility.
2. That the education unit develop and implement a unit-wide assessment system and apply that system across unit programs; the system should include data collection related to unit vision goals and systematic use of that data for evaluation of candidate performance and unit operations.
3. That the education unit ensure that program advising tracks candidates' progress to ensure that subject matter competency and basic literacy are met prior to assuming whole-class instructional responsibilities in student teaching.

Staff recommends that:

- California State University, Sacramento be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Sacramento 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.
- Within one year of this action, the institution submit written documentation to the team lead and Commission consultant documenting all actions to address the stipulations and other areas of concern as noted in the report.

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

Initial/Teaching Credentials

Multiple Subject
Single Subject
Education Specialist: Mild/Moderate
Education Specialist: Moderate/Severe
Education Specialist: Early Childhood
Bilingual Authorization

Advanced/Service Credentials

Reading Certificate
Reading and Language Arts Specialist
Credential
Preliminary Administrative Services
with Intern option
Pupil Personnel Services: School Psychology
Pupil Personnel Services: School Counseling
Pupil Personnel Services: School Social Work
Speech Language Pathology with Special Class
Authorization
School Nurse Credential with Special Teaching
Authorization

Accreditation Team

Team Leader:	Christopher Hopper Humboldt State University
Common Standards Cluster:	Cathy Buell San Jose State University (retired) Nilsa Thorsos Azusa Pacific University Carolyn Csongradi Santa Clara University Carol Ann Gittens Santa Clara University
Program Cluster:	Joanne Murphy Long Beach Unified School District Cathy Owens Murrieta Valley Unified School District Linda Smedley National University
Staff to the Visit:	Helen Hawley, Consultant Geri Mohler, Consultant

Documents Reviewed

University Catalog	Biennial Report Feedback
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Budget Plan
Student Work Samples	PACT Data
Program Assessment Feedback	CSUS Website
Meeting Agendas and Minutes	

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	65	100	165
Completers	13	27	40
Employers	7	23	30
Institutional Administration	15	2	17
Program Coordinators	14	9	23
Faculty	38	70	108
PACT Coordinator	12	0	12
Advisors	7	2	9
Field Supervisors – Program	6	36	42
Field Supervisors - District	7	10	17
Credential Analysts and Staff	5	1	6
Advisory Board Members	4	2	6
Totals	193	282	475

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

Background

Founded in 1947, the California State University, Sacramento (formerly Sacramento State University) is the sixth largest of 23 campuses in the California State University system. It is a comprehensive regional university uniquely located in the state capitol. Over 1,480 full time equivalent faculty and staff support teaching activities. Faculty and staff are representative of the State of California, with more than 30 percent from the Latino, African American, Native American and Asian populations. CSUS's current full-time equivalent students (FTES) target is 21,335 FTES; 90% are at the undergraduate level and 10% are at the graduate level, 3% of whom are seeking a professional credential in education or pupil personnel services. The university's reported FTES for the past three years has been slightly higher than the target. Eighty percent of undergraduate enrollment is upper division. Seventy-one percent of undergraduate students transfer to CSUS from other institutions, primarily community colleges.

Education Unit

College of Education (CoE). The responsibility and authority for the educational unit and all credential programs at CSUS is the Dean of the College of Education. The current dean has been instrumental in focusing attention on the needs of diverse student populations in urban schools, increasing the diversity of the faculty, and developing alternative teacher preparation programs. Faculty are encouraged and supported to develop innovative programs and partnerships with K-12 colleagues. The CoE houses the Multiple and Single Subject programs, the Education

Specialist programs, the Preliminary Administrative Services program, the Reading certificate/credential program, and Pupil Personnel Services: School Counseling and School Psychology. In addition, the College of Natural Sciences and Math houses a blended math single subjects program. The CoE's administrative team provides management and oversight for all college-related activities. The CoE has a dean and associate dean who work with an Advisory Council, a Department Chairs Council, and several committees who make recommendations on curricula and programmatic, personnel and budgetary matters within the college. The Advisory Council includes representatives from each of the six departments in the college, committee chairs, a staff representative, a budget analyst, and the associate dean's administrative assistant. The Department Chairs Council includes the six department chairs, the doctoral program director, a budget analyst, and the dean's administrative assistant. The Department Chairs Council advises the dean on operational matters, including enrollment management, scheduling, and resource planning. An elected department chair serves each of the six departments in the College of Education and the Doctoral Program.

Although the information that follows addresses the state of the CoE under the structure described above, the College is undertaking a complete review of its curriculum and programmatic structure with the intention of streamlining the system. The implementation of this plan includes a review of all current credential, graduate and undergraduate programs. The faculty and staff are actively revising all curricula. Full implementation of new curricula, programs, and services will occur during the 2012-2013 academic year.

College of Health and Human Services (CoHHS). The Dean of the CoHHS is responsible for the administration and leadership of several CTC accredited programs. The dean's responsibilities are similar to those described above for the Dean of the CoE. The CoHHS dean collaborates with the dean of the CoE to ensure that materials and adequate resources are provided for all CTC programs housed within the CoHHS. The associate dean assists the dean in coordinating all efforts and works in collaboration with the associate dean of the CoE to ensure that programs adhere to the standards and procedures outlined within their respective credential programs. The CTC accredited programs housed within the CoHHS are: a blended physical education program and the Speech Language Pathology program. The School Nurse credential and the Pupil Personnel Services Credential in School Social Work are within the College of Continuing Education but CoHHS has oversight over them. These programs operate within the formal structure of the university with the same delegated responsibilities to manage the curriculum and operations of their departments.

Table 1: Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency Reviewing Programs
Multiple/Single Subject	357	404	CTC
Education Specialist:			
Mild/Moderate w/ Internship	176	53	CTC
Moderate/Severe w/ Internship	20	20	CTC
Early Childhood w/ Internship	17	40	CTC
Administrative Services Preliminary	115	44	CTC
Reading Certificate	1	10	CTC
Reading Specialist Credential	5	9	CTC
Speech Language Pathology	12	67	CTC
PPS Psychology	28	19	CTC
PPS Counseling	38	81	CTC
PPS Social Work	6	12	CTC
School Nurse Program	19	35	CTC

The Visit. The visit to California State University, Sacramento (CSUS) began with a team member pre-visit phone conference on Thursday, October 20, 2011. Team members had read assigned documents prior to the phone conference and initial questions were shared. One team member was not able to be present for the site visit. This team member reviewed her program on October 18, 2011, meeting with all constituent groups and touring the new facilities for the nursing program. Team members met at the hotel on Sunday, October 30, 2011 at 12 p.m. for a team meeting and to begin preparations for the visit. Later that day, team members went to the university for a reception and orientation on the Education Department's program and mission and to meet with over 100 people including college faculty, the Deans of the CoE and CoHHS, advisory committee members, employers, district supervisors, candidates, and graduates. Data collection continued on Monday morning with campus interviews, telephone interviews, tours of resources and document review. On Tuesday morning, the team lead and Commission consultants presented the Mid-Visit Report to the CoE and CoHHS deans and associate deans. The team continued data collection on Tuesday. On Tuesday evening, the team met to discuss all standards to determine whether all standards were met based on collected data. Consensus was reached on all standard findings and accreditation recommendation. The Exit Report was held on Wednesday, November 2, 2011 at 1:00 PM.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

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

Findings

California State University, Sacramento is acknowledged by local school districts as being a leader in teacher preparation in the local region and a valuable and cooperative partner with P-12 schools. The majority of the credential programs are housed in the CoE and CoHHS. The CoE offers 14 approved credential and two certificate programs, and the CoHHS offers four approved credential and two certificate programs. One program is housed in the College of Natural Sciences and Mathematics. In recent years the colleges have made strides to enhance support for credential programs and are now examining ways to redesign the operation and delivery of credential programs.

The College of Education has adopted a TEACHing for Change Conceptual Framework to prepare educators, counselors, and administrators with various forms of support from school districts in the local Sacramento region. Individual credential programs articulate a research-based vision; however, this is not consistent across all programs. The TEACHing for Change model is effectively used to provide direction for credential programs in the College of Education; however, the adoption of this framework is less apparent in the College of Health and Human Services and a research-based vision is underdeveloped in some professional programs. The vision provides direction for some of the program components related to courses, teaching, and candidate performance.

Interviews with faculty, instructional personnel, and stakeholders provided evidence that these groups are actively involved in the organization, coordination, and governance of programs. The campus Council on the Preparation of School Personnel includes faculty who are responsible for reviewing credential program curricula and reports. Overall, there is an effective program structure for each credential program, with faculty providing leadership for the programs and staff who support and complement the work of faculty.

The deans of the CoE and CoHHS are responsible for fiscal, personnel, curricular, and operational functions and effectively represent the interests of each program. The dean of the CoE has additional responsibility for recommending credential candidates. Both colleges incorporate associate deans and department chairs in unit administrative decisions and are advised and informed by various faculty committees.

The credential recommendation process is managed by the credential analyst with support from specific programs. Programs are responsible for preparing files that include all documentation related to state requirements and all program requirements. The College of Education has a well-defined and systematic credential recommendation process.

Rationale for Standard 1:

There is evidence that the two colleges collaborate on issues related to educator preparation; however, their conceptual framework and research-based vision are not inclusive of all programs or across both colleges. This is evident in the TEACHing for Change model, as previously discussed. Although it is clearly evident that this model guides the basic teacher preparation programs, it is underdeveloped with respect to advanced and service programs. (See paragraph #2 for this standard above.) Currently, there is agreement within individual programs on program specific research-based principles but not across the unit. The vision as currently developed also does not provide direction for some individual credential program components related to courses and teaching and broader issues in scholarship, service, and unit accountability. The programs have recently engaged in strategic planning to reorganize the delivery of specific programs and implement additional collaborative activities within and between colleges. This work will provide greater support and direction for all programs and for the collective vision of the unit. The unit should develop institutional procedures to ensure programs have support and guidance to meet all reporting requirements and submission of documents.

Standard 2: Unit and Program Assessment and Evaluation

Not Met

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

Findings

An array of widely varying credential and certificate preparation programs comprise the unit, with each program responding to a distinct set of program and program completer standards and performance expectations. As a result, the unit assessment system is fairly decentralized, with a few key elements that are common across programs. Assessment responsibilities and tasks are managed by the Associate Dean for the CoE, with support from all levels of the unit, from university-level entities to the College Assessment/Accreditation Committee which includes representatives from all credential programs in the CoHHS and the College of Natural Science and Mathematics, that also host credential programs, to program coordinators. The framework for roles and responsibilities in the assessment system outlines the division of assessment activities across the unit. Currently, each program implements its own assessment processes, adhering to these basic principles for the unit assessment system.

The current unit administration has identified areas of improvement for the assessment system: (a) creating a common data management system used by all programs; (b) strengthening support to assessors so that key assessment tools are used in a calibrated manner; and (c) implementing a common tool to collect regular feedback from the institution's partners. The unit is also developing a position description for a data management and assessment specialist to be filled in the near future.

After completing a review of documents and interviews with key stakeholders, the team found that, over the past few years, the unit has taken some steps toward the development of a unit assessment system, including:

- SWOT (strengths, weaknesses, opportunities, threats) analysis
- Outreach to employers regarding their needs and the college plan for reorganization
- Development of the TEACHing for Change vision/conceptual framework
- Work by the Assessment/Accreditation Committee
- A plan for hiring an expert to develop a unit assessment system

However, the team did not find evidence of a functioning unit assessment and evaluation system. Currently, unit-wide data are not being collected and reviewed; therefore, evidence suggests that discussions and decisions about unit evaluation and improvement are not systematically data driven.

The team did find evidence that individual programs have assessment plans and most programs collect data on candidate proficiencies and competence through various means including:

- Signature assignments
- Field and clinical experience evaluations
- Exams
- PACT
- e portfolios
- Exit interviews
- CSU basic credential survey

Through interviews, the team gathered evidence that faculty/community/partner concerns are addressed in meetings and informal conversations. However, there is little evidence of systematic consideration of data utilized for improvement of curriculum, program delivery, and unit operations.

Rationale for Standard 2

The systematic collection, analysis, and use of data for the unit are still in the discussion stages. Interviews with major stakeholders indicate that they recognize the need for and importance of collecting and analyzing data to inform unit and program decisions, but a unit system has yet to be designed and utilized. While data are being collected in the programs, there is a need for all programs to close the assessment loop and use the data for program enhancement. The unit has a plan to hire an expert charged with developing a comprehensive assessment plan but has yet to provide that type of leadership for the unit.

Standard 3: Resources

Met

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

Findings

The credential and degree programs at CSUS are funded through allocations from the CSU Chancellor to the university and to the colleges of the university where the degree and credential programs are offered. The college receives funding per Full Time Equivalent Student (FTES) during the academic year. The Provost distributes the funds to each college dean based upon the previous year's percentages. The University Strategic Plan allows for specific allocations that relate to the university's mission and priorities. The college deans have discretion in the use of funds within their colleges and in the allocation of monies for faculty positions and operating expenses.

During the past two academic years, 2009-2011, funding for all programs has been significantly reduced by approximately 15%. Interviews with the associate deans, budget analyst, dean of library, university librarians, Associate Vice President for Academic Affairs Technology, and program completers consistently highlighted that in spite of budget cuts, resources are available to prepare candidates effectively to meet the state-adopted standards for educator preparation. At the university level, bi-monthly budget meetings are held to ensure dissemination of updates. Based on clear criteria, the Senate Academic Priority committee assesses the programs and establishes categories and priority ranks.

Stakeholder interviews consistently confirmed that sufficient resources are allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. The decrease in funding has triggered a series of adjustments on how the unit provides resources, including a plan to reorganize from six departments to three. Until recent budget cuts, the Colleges worked to ensure that funds were available to support faculty travel to area, national, and international conferences. Faculty may submit proposals to the Professional Development Award committee and, based on established criteria, funds will be allocated to support faculty to attend conferences. The dean's office established a full-time position of Director of Assessment and Accountability office via the "Cognos" system to ensure a systematic approach to collect student data. Another resource available is the Peer Advisor Mentor who provides support for candidates at risk of academic failure and for Subject Matter testing (CSET) preparation. Data collected from "Cognos" alerts program advisors of specific candidates who may be at risk of academic failure. The Peer Advisor Mentor, in addition to providing support for candidates who need support, provides outreach to recruit candidates who might be underrepresented.

Interviews with associate deans, budget analyst, Dean of Library, university librarians, and Associate Vice President for Academic Affairs Technology corroborated that a process that is inclusive of all programs is in place to determine resource needs. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. The site visit confirmed that the Library Media Center (LMC) is the campus source for instructional media and related services. Interviews with candidates and program completers confirmed that for all aspects of instructional media, the library center serves as a source for information, demonstration, assistance, production, and experimentation. Faculty confirmed that they can request films, tapes, or other video/audio materials, and the LMC purchases them on a priority basis.

Interviews with faculty indicated that the Faculty Staff Computing and Technology Center further supports faculty development and training in the areas of implementing technology into

teaching practices and offering courses via hybrid or online options. It was observed that classrooms are equipped with digital projectors and various technology supports, allowing professors the ability to utilize a variety of media. There is access to technology support for faculty and students via workshops at the Student Tech Center for support with thesis and project formatting and at the High Tech Center, a computer lab and access for students with disabilities resource.

Standard 4: Faculty and Instructional Personnel

Met

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

Findings

Interviews with associate deans, budget analyst, the Dean of the Library and university librarians, and the Associate Vice President for Academic Affairs and Technology, along with documentation such as faculty vitae, the College Policy Manual, and the University Retention, Tenure and Promotion (RTP) policy document corroborated that full-time and part-time faculty at CSUS who prepare students for careers in educational and clinical settings fully meet the qualifications for the positions for which they are hired and the coursework they are assigned to teach. Candidates and program completers reported positive experiences with the university faculty.

Evidence from a variety of sources indicates that full-time faculty in the Colleges of Education and Health and Human Services hold either a Ph.D., an Ed.D., or other doctoral degree appropriate to their field of expertise and the area in which they teach. Faculty members also have experience in their fields through previous employment in public schools and institutions of higher education. On-going research, publications, and other activities are also evident from a review of faculty vitae and interviews with faculty and university administrators. Faculty maintain advanced knowledge of their field through consultation and participation in public schools, involvement in innovative projects in collaboration with the schools, research on theory development and practical application, and attendance at professional conferences.

Interviews with university administrators and evidence from a variety of sources indicate that tenure-track faculty are evaluated more extensively each year compared to the year before, as prescribed by university policy. The department RTP committees evaluate faculty in the areas of teaching effectiveness, scholarly and creative activities, and university and community service to ensure that they continue to meet the criteria for their position and deliver quality instruction in

their courses. Interviews with faculty and university administrators confirmed that faculty in the Communicative Disorders Program must be fully credentialed including holding an American Speech Language Hearing Association Certificate of Clinical Competence and a State of California Department of Consumer Affairs license in the appropriate area of Speech-Language Pathology and/or Audiology, be selected by the program coordinator, and have successful experience in the field.

The information regarding recruitment for new faculty is widely disseminated in writing, and with individual efforts from the dean, department chairs, and recruitment committees, to include institutions and agencies most likely to serve diverse populations. With the support and guidance of Human Resources Employment Equity and the University's Committee on Diversity and Equity (CODE), this recruitment and hiring practice has resulted in a culturally diverse faculty that reflects the student body and the surrounding community. Evidence from interviews and documentation indicates that faculty and staff are knowledgeable and skilled in teaching culturally and linguistically diverse learners. The faculty impart important knowledge of the influences of cultural diversity (including ethnic and gender diversity) upon learning in urban and inner-city schools.

Interviews with university personnel consistently confirm that the institution has a commitment to faculty development through the Research and Creative Activities subcommittee of the Faculty Senate; and traditionally has provided grants to faculty for research, creative, and scholarly activity in the form of summer stipends equivalent to one to two months salary, workload release, or monetary funding of clerical or technical support or supplies.

Interviews with associate deans and budget analyst corroborated that faculty have opportunities for sabbatical leaves for research, scholarship, and creative activity at full pay for one semester or differences-in-pay for more than one semester.

Some other examples of faculty sources of support for professional growth include:

- Fulbright Exchange Program Scholarships
- Fee waiver programs for full-time faculty and staff to enroll in university courses
- Fees and expenses for yearly summer institutes, the Summer Scholars' Program, provide CSU professors a forum to share effective teaching practices and focused on instructional strategies,

Based on interviews and a tour of the Center for Teaching and Learning (CTL), it was confirmed that the Center is available to promote and support teaching excellence in an atmosphere of collegiality. Documents corroborate that the Center offers support to faculty and opportunities for professional growth through the following:

- The New Faculty Orientation program
- A week-long summer institute designed to assist 40-60 faculty in re-designing components or entire courses, often integrating new innovations in technology and faculty mentoring, including facilitation of learning communities of faculty
- Confidential one-on-one mentoring of faculty members to help improve instruction

Interviews with Academic Technology and Creative Services (ATCS) and visits to classrooms confirmed commitment to offer faculty development in specific areas where technology promotes educational access and effective teaching practices. Documentation corroborates that courses and

workshops are offered on uses of their learning management system (Blackboard Learn), on using virtual classroom software (Elluminate) to deliver content and advising at a distance, on word processing, use of spreadsheets and databases, and electronic mail and other networking skills, sometimes in conjunction with the CTL. It was reported that after the campus adopted a new eLearning policy in 2010, support from Academic Affairs led to the offering of a yearly eAcademy that, over 13 Friday mornings, provides a wide array of curriculum designs, teaching practices, and technology tools in order to help faculty convert traditional face-to-face courses to hybrid format.

Standard 5: Admission

Met

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

Findings

Through interviews with faculty, staff, candidates, and related constituencies, the team determined that individuals applying to professional preparation programs are admitted based on clear university admission criteria, well-defined criteria specific to each program, and Commission-adopted requirements. The process requires applicants to apply to both university graduate admissions, which determines if the individual meets the institution's graduate admissions requirements, and the preferred program, which determines the degree to which program admission standards are met. The two entities work together closely to ensure a seamless application process. The credential analysts serve candidates primarily at the beginning and end of their programs, they also provide candidates with information about available scholarships and other monetary support for credential candidates.

Each program uses multiple measures to determine candidate admission. These include GPA, letters of recommendation, faculty interviews, writing and verbal competencies, and appropriate pre- professional experience. Applicants who demonstrate weak verbal or writing competency may still be considered for admission if they possess other strengths. In support of applicants from diverse populations with diverse needs, the institution offers remediation opportunities; individuals with identified weaknesses may be admitted to the programs and encouraged to take advantage of these opportunities. The use of multiple measures in making admissions decisions allows for more opportunities to assess the overall strengths of candidates who might have different profiles of strengths and weaknesses from the majority of the applicants. Each program's admissions process contains questions that allow the uniqueness of a candidate's background and experiences to be highlighted. Data on candidate populations are regularly collected and reviewed to determine if successful outcomes have been achieved in relation to the institution's commitment to balanced representation. In most programs, candidate screening ensures that prerequisite requirements have been met and that applicants possess the personal characteristics and dispositions identified as attractive for professional preparation candidates. Interviews with current candidates indicated

that they felt that they received correct and important information and were supported during the process.

Standard 6: Advice and Assistance

Met with Concerns

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

Applicants to and candidates in the professional credential programs have print, electronic, and human resources at their disposal. All programs assign qualified faculty members to provide academic and professional advising to applicants and candidates in the program. Programs vary in the structural mechanisms they employ to advise students from application through coursework. For most programs candidates utilize Student Handbooks, which describe the course and fieldwork requirements in coordination with advising from their faculty advisors. Furthermore, CSUS provides a comprehensive web-based database that integrates candidate data and makes it available for advisor, candidate, other faculty, and departmental staff to access. The unit support system, in addition to faculty advisors, includes Teacher Preparation and Credentials (TPAC) personnel, the Equity Coordinator, and credential analysts. Interviews with candidates indicated that the required advising meetings were valuable, and the program design in some programs employing cohorts was significant for both community building and success in their professional development.

Rationale for Standard 6

The TPAC office does an admirable job monitoring student progress in the basic credential and educational specialist programs and providing faculty with updated information about candidates. There were no issues observed or reported regarding the institution's other programs. The issue of concern that emerged from reviewing documents and interviewing candidates, faculty, and staff is the evidence of a misinterpretation of the requirements for allowing candidates to take on teaching responsibilities in student teaching. According to Standard 14 for the multiple/single basic credential programs and the Preconditions for the educational specialist programs, candidates taking on the responsibilities of "whole class" instruction must have demonstrated subject matter competence. Additionally, the basic credential candidates must also have met the basic skills requirement (CBEST). Currently, some basic credential candidates and education specialist credential candidates, who have not met the above requirements, have been allowed to assume whole class responsibilities in the student teaching experience.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning. Interviews and program documents indicate that the credential programs value curriculum that encourages the real-life application of theory and reflective practice. Credential programs also partner with qualified and professional practitioners in contexts that reflect the diversity of the students in the region.

Interviews and program documents confirm a planned sequence of field-based and clinical experiences. Credential programs structure curriculum to ensure that candidates follow a sequence of courses that builds upon theoretical knowledge as provided in their core classes before or while engaging with the populations they are expected to serve. For example, in the teaching credential programs, candidate responsibilities at their school sites increase over time, from 10-12 hours per week in the initial semester, with few entirely independent classroom responsibilities or extra-curricular activities, to full time student teaching in the final semester, with expectations for substantial independent classroom responsibilities and fulfillment of such other duties as parent-teacher conferences, evening events, and other activities. The sequence of courses ensures that close supervision is provided during the developmental training of the candidates. Interviews and program documents confirmed that during fieldwork, candidates receive not only on-site supervision from a practitioner who is available for consultation and who provides weekly supervision meetings, but they also participate in a concurrent seminar course taught by a university instructor.

Evidence of input (informal and formal) from P-12 partners in the design and evaluation of field experiences was gathered through interviews with field placement coordinators, field and clinical supervisors, and program candidates across the unit. Unit faculty meet with school principals and lead teachers to discuss plans for incoming student teachers, including strategies for selecting on-site cooperating/ master teachers. This includes the administrator's assessment of the master teacher's ability to meet state standards, evidence of on-going professional development, and effectiveness at collaborating with and mentoring other teachers.

Interviews and documentation confirm that the university has developed strong collaborative relationships with the P-12 school districts in the region. Ongoing communication is maintained between student, field supervisor, and site supervisor and a written formative and summative evaluation process is implemented. Interviews with school site principals and cooperative teachers described ongoing collaboration between the university and the field and practicum sites in which site principals, teachers, and counselors, engage in an ongoing exchange of feedback and consultation with university faculty in order to promote candidates' ability to assist students in meeting state-adopted academic standards.

Stakeholder comments and program documents, such as university and district-level agreements, and the university's mission statement, consistently confirm that all cooperating teachers (classroom teachers) and professional personnel (e.g., nurses, social workers, school administrators) have credentials and references which document exemplary skills, and each holds an appropriate California teaching, administrative, or professional credential. In addition to meeting academic qualifications and preparation to supervise, site supervisors must also: indicate an interest in supervising; pass the supervision evaluation conducted by site principals, university faculty and candidates; and attend mandated meetings with university faculty to ensure that site supervisors are aware of learning expectations.

The university serves communities which are very diverse in student population and the field experiences provide opportunities for candidates to expand on that preparation. Interviews and documentation indicate that programs across the unit prepare candidates well in language and cultural diversity. Several credential programs include placements that require candidates to serve in a Title I school and/or where a minimum of 50% of the student population are children of racial, ethnic and/or linguistic diversity. For example, in most programs, emphasis is placed on strength-based learning in which candidates complete community studies, classroom portraits, determine their students' funds of knowledge (historically accumulated and culturally developed bodies of knowledge and skills essential for functioning and well-being) in order to come to know their students and the families of their students in new and distinct ways, conduct service to the school or even conduct an individual ethnographic interview with an immigrant to the United States to help candidates better understand other cultural views.

Standard 8: District-Employed Supervisors

Met

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

There are clear indicators that the university has developed strong collaborative relationships with the P-12 school districts in the region. All cooperating teachers (classroom teachers) and professional personnel (e.g., nurses, social workers, and school administrators) have credentials and references which document appropriate skills. In addition, all cooperating teachers and other professional personnel hold an appropriate California teaching, administrative, or professional credential. District-employed classroom teachers are also deemed highly qualified under No Child Left Behind (NCLB), and all requirements for fieldwork supervision are compliant with CTC standards.

Interviews and review of program documents confirm that supervisors in clinically based credential programs must often meet additional criteria. For example, School Psychology requires that supervisors have two years experience working in schools prior to supervising and that participating school districts and school counseling agencies employ them. Requirements also include that all field supervisors hold Master's degrees. For school nursing, requirements include a credentialed, experienced school nurse who works closely with the unit faculty. In Social Work, all field instructors must have earned their Master's in Social Work (MSW), have a minimum of two years post-MSW experience, and hold the Pupil Personnel Services Credential

(PPSC) in School Social Work (SSW) credential. Finally, in Speech Pathology, all site supervisors must be certified in accordance with the Council on Academic Accreditation of the American Speech- Language-Hearing Association (ASHA) and have their Commission on Teaching Credentialing Speech Language Pathologist (SLP) credentials.

Fieldwork supervisors for administrative candidates, once identified, are invited to a convocation/seminar held at the university prior to actual candidate placement. They are provided with a comprehensive orientation regarding candidate and supervisor roles/expectations and the candidate evaluation process.

Interviews and program documents confirm that programs provide supervision training and a handbook that defines the role and expectations of the site supervisor. In many instances, both the fieldwork supervisor and the intern/candidate sign contracts that confirm understanding of these expectations. Supervisors receive monthly training and biannual retreats and are evaluated annually by site principals, university faculty and candidates.

Standard 9: Assessment of Candidate Competence

Met

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

CSUS program offerings prepare candidates for professional careers in a wide range of positions within schools and school districts. Therefore, the assessment of candidate’s preparedness to effectively educate and support the students in their professional settings encompasses a wide array of assessment contexts, tools, and strategies aligned with the program standards specific to each credential. Each program in the unit expects candidates to demonstrate skills and knowledge as described by the Commission standards as well as recognized national accrediting bodies where appropriate.

All programs have protocols in place for continued formative and summative assessment of candidate competence. Multiple measures are used to assess candidate competencies and readiness to assume professional education responsibilities. Performance on signature assignments embedded in coursework and review of candidates’ performance at identified transition points assist faculty in determining the level of support needed to guide each candidate towards acquiring the professional skills necessary to effectively work in school settings. Candidates who exhibit less than acceptable levels of performance are provided with support and remediation as needed.

Common to all credential programs is the successful completion of required fieldwork, practica, or internships. Building upon theoretical knowledge and skill development in preparatory coursework, candidates engage in multiple semesters of supervised fieldwork. Therefore, fieldwork supervisors, in coordination with faculty supervisors, are able to assess the competence of candidates in the appropriate context, over an extended period of time. These supervisors assess qualities of professionalism, attention to diverse groups of students, classroom management, and clinical competency. Furthermore, candidate reflections on teaching

performance and development are also important formative assessments used to guide candidate skill development, and instill the value of reflective practice.

Interviews with employers confirmed that program completers are well-prepared for the teaching or instructional support roles for which they have been prepared to assume. Interviews with program completers confirmed that candidates felt well-prepared to assume their professional duties.

Multiple Subjects and Single Subject Credential Program Bilingual and English Language Acquisition (ELA)-Enhanced Options in Spanish and Hmong

Overall College of Education Program Design

CSUS offers professional education programs leading to a Multiple Subjects Credential and Single Subject Credential with an embedded English Learner Authorization available. In addition to the traditional fifth year credential program, undergraduates may begin taking credential courses in a blended program that enables candidates to concurrently complete requirements for the teaching credential and undergraduate degrees. All programs are designed to provide experiences with various grade levels in public schools with different linguistic, cultural and socioeconomic student groups and with school-community services.

Program Structure and Options: Multiple Subjects and Single Subject programs are offered through two departments in the College of Education: Teacher Education (EDTE) and Bilingual/Multicultural Education (BMED). EDTE candidates can complete the program using either a two-semester or three-semester option. Blended physical education and math credentials are also available. BMED candidates can pursue either a Multiple Subjects or Single Subject English Language Acquisition (ELA)-Enhanced Credential and Bilingual Emphasis (Bilingual) credential.

Program Design

Multiple Subjects Program

The EDTE Multiple Subject Program Option

Candidates admitted into the EDTE Multiple Subjects (EDTE-MS) credential program are divided into smaller units called “centers” which are located on public school campuses. A group or cohort of candidates is accepted into each center and progresses through the program together within the center that offers a community of support. Each center has a faculty coordinator who is responsible for overseeing the center’s operation, including placement of student teachers in schools.

The EDTE-MS program has developed a set of courses and field experiences to accomplish three goals: (1) coursework and field experiences of each pathway align with the philosophy and perspective of the region’s schools and the needs of various communities; (2) the pathway’s coursework and field experiences provide all candidates with high-quality work on the Teaching Performance Expectations; (3) each pathway provides its candidates with equitable access to their formative assessments and summative teaching event, the Performance Assessment for California Teachers (PACT).

The BMED Multiple Subject Program Option

The BMED Program provides teacher preparation to candidates who are bilingual and/or demonstrate a strong interest in educational equity and the improvement of schools serving low income and culturally and linguistically diverse K-12 students. The BMED program offers a credential option for candidates with cultural, historical and language abilities relating to the Spanish-speaking or Hmong-speaking communities through the Multiple Subjects Bilingual Credential.

Single Subject Program

The EDTE Single Subject Program Option

CSUS offers professional education programs leading to a Single Subject Credential, with an embedded English Learner Authorization (ELA) available. In addition to the traditional fifth year credential program, undergraduates may begin taking credential courses in a blended program that allows students to complete concurrent requirements for the teaching credential and undergraduate degrees. The visiting team reviewed two blended program options currently offered in the following majors: Mathematics and Physical Education in which students begin their pedagogical studies while they are completing the coursework required for a Bachelor's degree. The blended program in mathematics was developed as a joint effort of faculty in the Department of Mathematics, the College of Education, and 7-12th grade educators. All programs are designed to provide experiences with various grade levels in public schools with different linguistic, cultural, and socioeconomic student groups and with school-community services

The EDTE Single Subject is a post baccalaureate program organized into “clusters” that represent cohorts of 25-35 candidates. Each cluster has a lead faculty coordinator and the clusters are geographically organized near one district or a small group of districts. A cluster maintains relationships with field partners at the school site and district levels. The only exceptions to the cluster model are found in the blended programs. The program has developed a set of courses and field experiences to accomplish three goals: (1) Coursework and field experiences of each pathway align with the philosophy and perspective of the region’s schools and the needs of various communities. (2) The pathway’s coursework and field experiences provide all candidates with high-quality work on the Teaching Performance Expectations. (3) Each pathway provides its candidates with equitable access to their summative teaching event assessment event, the Performance Assessment for California Teachers (PACT).

The BMED Single Subject Program Option

The BMED Program provides teacher preparation to candidates who are bilingual and/or demonstrate a strong interest in educational equity and the improvement of schools serving low income and culturally and linguistically diverse K-12 students. The department offers a two-semester single subject pathway with the option of extending to a third semester when academic difficulty dictates. The BMED program offers a bilingual single subject credential option for candidates whose cultural, historical, and language abilities relate to the Spanish-speaking or Hmong-speaking communities. These candidates pursue the single subject Bilingual credential through the BMED single subject pathway.

Course of Study

Multiple Subjects Program

All Multiple Subjects candidates take a sequence of content-specific courses as part of their professional preparation. These courses teach candidates how to provide instruction that enables students to meet California academic content standards in each of the major disciplines. Coursework is directly linked to candidates’ fieldwork through one-unit field experiences. The TPEs are explicitly linked to each section of content-specific courses and to fieldwork assignments. University faculty and supervisors, along with school-based educators, provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

All Multiple Subjects candidates are placed in public school classrooms, including a federally

designated Title 1 school, with the exact amount of time spent in student teaching varying somewhat among the pathways. All candidates are supervised in daily teaching throughout the sequence of coursework and fieldwork. Candidates engage in increasingly complex teaching tasks and, in a parallel fashion, increasingly complex analysis and evaluation of their own practice, guided by feedback on course assignments as well as by University Supervisor/Liaison and Cooperating/Collaborating Teacher observations.

During the initial semester of student teaching, the candidates spend 15-20 hours per week in classrooms, working in one-on-one and small group instructional settings and delivering whole group instruction which they have collaboratively planned with their cooperating teacher. In the final semester of student teaching, the candidates follow their cooperating teacher's schedule and take on increased responsibility for independent planning and instruction and for whole group instruction.

The ELA-enhanced credential option offered through the BMED program requires candidates to complete a combination of two semesters of coursework and fieldwork experience that focus on linguistics, culture, and ethnic studies specific to the target population. BMED Multiple Subjects candidates will complete the ELA-enhanced credential program, a selection of course choices in language and literacy, perform community service and pass the CTEL Examination.

Single Subject Program

All Single Subject pathway candidates take a specified sequence of coursework as their professional preparation. Coursework and fieldwork are closely integrated so that the specialized knowledge and skills required to teach within the specific discipline are reflected in the field practice, including specific pedagogy and research related to English Language Acquisition differentiated and sheltered instruction, and literacy. University faculty and supervisors, along with school-based educators, provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines. Throughout the sequence of coursework and fieldwork, candidates engage in increasingly complex teaching tasks and, in a parallel fashion, increasingly complex analysis and evaluation of their own practice, guided by feedback on course assignments as well as by University Supervisor/Liaison and Cooperating/Collaborating Teacher observations.

EDTE Single Subject candidates are placed in public school classroom settings for student teaching that provide a variety of educational experiences. While the exact amount of time spent in student teaching varies somewhat among the pathways, depending on school/district needs and cluster philosophy, all candidates are supervised in daily teaching for a minimum of one 7-12 grading period.

Subject matter and professional preparation courses are offered concurrently throughout the upper division preparation for mathematics and physical education majors. Most students take five semesters to complete the program after admission. The fifth semester is devoted to supporting the student teaching experience. In the initial semesters, professional preparation courses focus on effective pedagogical practices, on instructional planning, and on constructing valid assessments of student learning.

In the blended Single Subject credential program in mathematics, candidates are placed into public school classroom settings that provide a variety of educational experiences in the final two

semesters of the program. One experience is in a middle school, and the other is in a high school. During first semester of student teaching, the student teachers spend at least two periods a day at the site for the entire semester. In one of the periods the student teacher observes and assists the cooperating teacher, while in the other, the student teacher gradually takes over responsibilities for the class. During the second semester, the candidate spends at least four periods a day at the school site and takes full responsibility for three classes including all planning, teaching, and assessment.

The blended Single Subject credential program in physical education culminates with a 16-week student teaching experience. Candidates are placed in an elementary setting for 8 weeks and then transition to an 8-week secondary student teaching experience at either a middle school or high school.

The ELA-enhanced credential option offered through the BMED program requires candidates to complete a combination of two semesters of coursework and fieldwork experience that focus on linguistics, culture, and ethnic studies specific to the target population. BMED Single Subject candidates complete the ELA-enhanced credential program and a course in ethnic studies, perform community service and pass a language/history test in either Spanish or Hmong.

During the first semester of the BMED program, the Phase I/II student teachers observe and participate in the planning and instruction of two class periods in their respective subject areas. During the first eight weeks of the semester, the student teacher candidates observe, assist, co-plan and co-teach lessons with the cooperating teacher in preparation for taking over primary responsibility for instruction no later than the 8th week of the semester. When both the cooperating teacher and student teacher are in agreement, the student teacher takes over the main responsibility for teaching the classes.

Assessment of Candidate Competence

Multiple Subject Program

The EDTE Multiple Subjects credential program has developed a comprehensive plan to assess candidate competency. The program uses quantitative data from formative assessments in course signature assignments and the mid-term Student Teaching Event observations, Content Assessment Tasks (CATs), summative assessments in the PACT Teaching Event and the final Student Teaching Event which are aligned with the California TPEs.

Biennial Report information verified by the team showed a high degree of success in areas related to the Embedded Signature Assignments, especially in the area of planning for instruction. The faculty continues to review data and make course adjustments in areas where appropriate.

In the BMED Multiple Subject Program Option interviews with Program site supervisors, employers and completers revealed a high level of satisfaction with the skills and strategies of graduates/ candidates for their abilities to relate to the challenges presented by underserved students in the classrooms of local schools. The faculty has developed signature assignments that assess objectives related to their department objectives and utilize the PACT Teaching Event as well as the summative Student Teaching Event.

Single Subject Program

The Single Subject Credential Program has developed a comprehensive plan to assess candidate competency. Quantitative data are used from formative assessments in course signature assignments, the mid-term Student Teaching Event observations, and summative assessments in the PACT Teaching Event, as well as the final Student Teaching Event, that are aligned with the California TPE. Biennial Report information, verified by the team, showed passing PACT Teaching Event scores for spring 2010 in all content areas with two minor exceptions. The faculty noted lower scores in assessment and responded by developing a new unit on assessment. The result was a corresponding increase in candidate scores.

The faculty of the multiple and single subject programs have developed signature assignments that assess objectives related to their department objectives and implement the PACT Teaching Event. Formative and summative assessment scores show students struggle with the multicultural pedagogy but achieve other goals. However, interviews with site supervisors, employers and completers of the various Multiple and Single Subject routes revealed a high level of satisfaction with the skills and strategies of graduates/candidates for their abilities to relate to the challenges presented by the underserved students in the classrooms of local schools.

Findings on Standards:

After review of the institutional report, supporting documentation and interviews with stakeholders, the team has determined that all program standards have been **Met** with the exception of Standard 14.

Standard 14: Learning to Teach through Supervised Fieldwork Met with Concerns

A review of field experience documents and program application forms and interviews indicate that candidates can assume whole class instruction prior to completing subject matter competency and basic literacy.

After a review of syllabi and interviews with candidates, the team found that not all single subject candidates were offered opportunities for whole class solo instruction for a connected period of time totaling full-time instruction for two weeks.

Bilingual Authorization

The Bilingual Authorization program, recently approved by the CTC, is a key program offered by the Department of Bilingual/Multicultural Education (BMED), one of six departments in the College of Education. BMED has a department chair, a position funded at .75 FTE. Candidates are admitted into cohorts of 20-25 students. The College leadership (Dean's Office and Department Chairs) remains committed to offering a bilingual credential program, and it entails maintaining designated faculty lines, offering course sections with smaller than average enrollment, and retaining bilingual supervisory staff so that student teaching can be adequately supervised and evaluated. The focus populations include Hmong and Latino communities.

Upon successful completion of a basic teaching credential program, candidates are required to complete nine units of Ethnic Studies focused on the target populations. They are also required to complete 60 hours of fieldwork in the target communities, and must take additional courses: EDBM 170 and EDBM 117/118 (Multiple Subject) and EDBM 127/128 (Single Subject). Candidates must have additional program experiences and in many cases complete modified assignments intended to fully develop their expertise in designing and teaching bilingual curriculum.

The Bilingual Authorization and ELA-enhanced candidates in BMED take the same core credential courses. In these courses, candidates learn about the history of public education, the landmark legislation, and court cases that shape policies for culturally and linguistically diverse learners (including English learners) and the struggles and movements that were and continue to be necessary for ensuring an equitable and high quality public education for all students.

Two courses in the Bilingual program, EDBM 175-Spanish/EDBM 172-Hmong and EDBM 272-MS or EDBM 279-SS, focus solely on candidates' professional target language skills (reading, writing, speaking and listening proficiency), knowledge base (linguistics, language use, language acquisition, etc.), and pedagogical skills, particularly with respect to ELD and SDAIE frameworks and strategies. All of the methods courses include instruction, readings, and assignments designed to further candidates' knowledge of content-based instructional issues and strategies related to the needs of English and bilingual learners.

BMED Multiple Subjects candidates are required to complete two semesters of student teaching with at least one placement in a bilingual program and both placements in classrooms with at least 25% English learners. BMED Single Subject candidates are required to complete two semesters of student teaching with at least one period of ELD or SDAIE students in the first semester and at least two periods of ELD or SDAIE students in the final semester.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, completers, candidates, advisory board members, employers, faculty, and university supervisors, the team determined that all Bilingual Authorization program standards are **Met**.

Education Specialist Programs (Mild/Moderate Disabilities, Moderate Severe Disabilities & Early Childhood Special Education)

Program Design

The philosophy and mission of the Education Specialist Programs at CSUS is stated in the student handbook:

Our mission is to prepare highly qualified individuals from diverse backgrounds to provide appropriate educational services to individuals with disabilities, birth to adulthood, and their families.

Three Educational Specialist (EDS) credential programs are offered in the Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies, which is a department within the College of Education. The EDS department chair provides leadership for the EDS credential programs, and each EDS emphasis has a program coordinator. All EDS credential program faculty maintain collaborative relationships with Teacher Education faculty and within the EDS department. Strong collaborative partnerships are also maintained with field partners at school sites and district levels. Collaboration is also evidenced by the jointly-designed program Mild/Moderate (M/M) or Moderate/Severe (M/S) and a Multiple Subjects credential program, which is housed in the EDS Department. Inclusive education, advocacy, systems change and family partnerships are central themes and values woven throughout all aspects of each credential program.

Education Specialist Programs offered at CSUS have several pathways designed to meet the needs and schedules of traditional and non-traditional, working candidates. These pathways include traditional credential programs, intern programs, a combined Multiple Subjects and MM or MS authorization, and a distance learning format for the Early Childhood Special Education (ECSE) program and certificate. The program design for each authorization is guided by the CTC standards. Formative and summative assessment data gathered from course evaluations, candidate portfolios, key assignments, candidate observations, faculty meetings and input from stakeholder advisory groups guide program modifications.

Course of Study

Core Courses: The credential courses and field experiences are sequenced to reflect a progression from theoretical foundations, to instruction in consultation skills, to instruction in methods (including guided practice in early field experiences), to independent practice. Candidates complete prerequisite coursework that provides a theoretical foundation of inclusive practices, with additional prerequisites specific to the emphasis they are seeking. Preliminary credential coursework emphasizes creating and implementing individualized adaptations and supports to facilitate learning of students with disabilities in a wide variety of service delivery environments, with an emphasis on inclusive settings. In addition, candidates have multiple opportunities to immediately apply learning through field-based key assignments and observations in unique, collaborative programs on campus that service children and young adults with disabilities, for example, the ACE Transition Program designed with the Psychology Department and Project Play designed with the Kinesiology Department. Interviews with candidates and completers indicated a high level of satisfaction with the opportunity to

immediately apply new learning in the field and the strong link between coursework and field experiences.

The MM program is designed to prepare effective entry-level special education professionals for teaching positions with students identified as having learning disabilities, intellectual disabilities, other health impairments, traumatic brain injury, emotional disabilities and/or behavior disorders, and autism spectrum disorders. Candidates are prepared to teach students with diverse ability levels and cultural and linguistic backgrounds in a wide variety of service delivery models, with an emphasis on inclusive settings and delivery methods such as consultation, co-teaching, and collaboration. The MM program course sequence includes standards-based instruction and assessment in literacy and mathematics, pre-referral intervention strategies, instructional and positive behavioral strategies to differentiate and accommodate instruction for learners with disabilities, and transition planning strategies.

The MS program is designed to prepare effective entry-level special education professionals for teaching positions with students identified as having moderate/severe/profound intellectual disabilities, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disabilities, and autism spectrum disorders. Candidates are prepared to teach students with diverse ability levels and cultural and linguistic backgrounds in a wide variety of service delivery models, with an emphasis on inclusive settings and collaborative, family-centered program development. The MS program coursework includes standards-based literacy instruction, accessing the core curriculum, evidenced-based assessment and instruction, positive behavioral support strategies, transition planning, movement and mobility, and augmentative and alternative communication.

The ECSE program is designed to prepare effective, entry-level early interventionists and early childhood special educators to work with infants, young children and their families. Candidates are authorized to serve children with disabilities from birth through pre-kindergarten, and they are prepared to deliver services in natural environments such as the child's home, the home of a family childcare provider, or a community-based preschool program. The ECSE program is one of only a few programs offered statewide; therefore coursework is delivered through a distance learning model. Coursework includes typical and atypical development, family/professional collaboration, movement mobility and specialized health care, augmentative and alternative communication, and development of the Individualized Family Services Program.

Through course offerings that are integrated within the College of Teacher Education and Department of Special Education, Rehabilitation, School Psychology and Deaf Studies, candidates seeking both a MM or MS credential and Multiple Subjects credential take coursework aligned to the Education Specialist Program Standards and the Multiple Subjects Program Standards. These courses are taught by faculty within both departments.

Prior to beginning student teaching, candidates are enrolled in seminar courses that help prepare them to be successful in student teaching. Candidates seeking an MM and MS authorization participate in two phases of student teaching experiences. During the initial phase, candidates are supported to effectively instruct students with disabilities within the full range of the service delivery system and within inclusive general education settings. During the final phase, candidates gradually work toward assuming full responsibility for the provision of services in

these settings. Candidates seeking a dual authorization of MM or MS and Multiple Subjects complete an additional phase of student teaching.

Assessment of Candidate Competence

Assessment of candidate competence is determined through a combination of formative and summative methods including a candidate competency checklist completed during the initial and final evaluations of student teaching, direct observation, interviews, portfolio reviews, and other documentation and anecdotal records. Candidates who do not attain competency in all standard areas during student teaching are required to repeat the student teaching experience and may be offered a different placement. Candidates and completers remarked on the accessibility and supportiveness of program faculty and supervisors throughout the program.

Candidates are coached and mentored throughout the program by university and district supervisors. University supervisors may be program faculty or adjunct faculty, and often the needs of their assigned candidates drive and inform their instruction in program coursework, making it highly responsive and relevant to experiences encountered in the field. District supervisors are often graduates of the Education Specialist Programs; thus, they are also very knowledgeable and responsive to the needs of the candidates. Finally, school administrators also provide informal feedback to the candidates and their supervisors regarding competencies.

Candidates' self-assessment of competencies is triangulated in a supportive and collaborative manner by the university and district supervisors. Any candidates who are struggling to meet competencies are coached, mentored and supported to improve. A formal plan is created with the candidate, and this also guides mentoring during the student teaching phase(s). Those who still do not meet minimum standards are coached out of the program.

Findings on Standards:

Based on review of the Education Specialist program assessment report, the biennial report, course syllabi, documented evidence and interviews of the program coordinators, faculty, candidates, completers, university and district supervisors, and school administrators, the team determined all Program and Specialty Standards for the Mild/Moderate Authorization, the Moderate/Severe Authorization, the Early Childhood Authorization and the Dual Authorization of Education Specialist (MM or MS) and Multiple Subjects are **Met** except for the following:

Standard 15: Field Experience in a Broad Range of Service Delivery Options

Met with Concerns

Standard 15 is met with concerns due to the evidence found that indicates subject matter proficiency is not being met by all candidates before assuming responsibility for whole class instruction, as required in the preconditions for the preliminary Education Specialist Credential programs.

Reading Certificate and Reading and Language Arts Specialist Credential

Reading Certificate

Program Design

Most of the candidates in the reading program are practicing teachers and complete the program on a part-time basis. The typical student enrolls in two courses (6 units) every semester. Although students are not in cohorts per se, the course schedule attempts to sequence the courses in a way where students sequentially progress through the program. Candidates take 12 units to obtain the Reading Certificate, the first level of the program, which is nested in the specialist credential.

Course of Study

The core curriculum for the certificate consists of five courses. Major field experiences are completed in two of those courses. Completers also submit a certificate portfolio. Most students submit this portfolio at the end of their coursework. In addition to the end-of-program portfolio, candidates are assessed through their performance on the Signature Assignments for each course. Faculty instructors rate these papers on the following criteria: (a) clarity of writing and responsiveness to the assigned task, (b) integration of theory/research to support response, (c) demonstration of willingness to consider alternative perspectives as well as those that differ significantly from their own, and (d) demonstration of higher order thinking/intellectual curiosity. These mirror the core outcomes which all graduate students in the Teacher Education Department must achieve. These are formative assessments and candidates are allowed to rewrite and resubmit these papers so all candidates should ultimately achieve a passing grade, if they opt to rewrite these papers.

Assessment of Candidate Competence

The program has consistently used the same assessments since it was approved in 2003. The core faculty in the program has met to review assessment measures and discuss their effectiveness. The program uses the following course-embedded assessments to appraise the program, as well as signature assignments in each course:

1. Comprehensive case study of a student—decoding and fluency emphasis and comprehension emphasis
2. Culminating Portfolio

Reading and Language Arts Specialist Credential

Program Design

The Reading Language Arts Specialist Credential Program represents the second level of courses, a sequence which comprises the credential course.

Course of Study

The core curriculum consists of four courses with a major field experience in one of those. Completers also submit a credential portfolio. Most students submit this portfolio at the end of their coursework. In addition to the end-of-program portfolio, a consistent practice in the program has been to assess candidates through their performance on the Signature Assignments

for each course. Faculty instructors rate these signature assignments using the same criteria as in the certificate level.

Assessment of Candidate Competence

The program has consistently used the same assessments since it was approved in 2003. The core faculty in the program have met to review assessment measures and discuss their effectiveness. They continue to use the following course-embedded assessments to appraise the program:

1. Comprehensive case study of a school/district's literacy program
2. Culminating Portfolio

The program is continuing to use Signature Assignments within each course as formative assessments for the credential candidates. Each course in the credential program includes a Signature Assignment. These assignments are intended to be core assignments that are central to the content of the course. In sum, they represent essential content for each course.

Findings on Standards:

Based on review of the program assessment report, the biennial report, course syllabi, documented evidence and interviews of the program coordinators, faculty, candidates, completers, university and district supervisors, and school administrators, the team determined all Program Standards for the Reading Certificate and Reading Specialist Credential are **Met**.

**Administrative Services
Preliminary Credential
Preliminary Intern Credential**

Program Design

The Administrative Services Preliminary Credential and the Administrative Services Preliminary Intern Credential are offered by the Department of Educational Leadership and Policy Studies (EDLP) within the College of Education. The mission of EDLP is “to develop educational leaders from diverse backgrounds who will positively impact the improvement of educational institutions and environments—from pre-K through university and professional levels.” According to the program’s website, the program’s strategic aim includes preparing visionary leaders who engage in reflective practice and implement research-based and site-based best practices. A noteworthy strength of the EDLP program is the willingness on the part of the program faculty and staff to continually explore ways to adapt the program to meet the leadership needs of the education community and to maintain the currency, flexibility, and distinctiveness of the program.

EDLP offers programs for the Preliminary Administrative Services Credential as well as an intern option for the Preliminary credential. The program is authorized to offer the Professional Administrative Services Credential though this credential has not been offered since 2008 due to a lack of enrollment and has been deemed inactive by the CTC. Preliminary Administrative Services Credential candidates can participate in an on-campus cohort or a cohort that is offered through a partnership with a local school district. Currently, the only active district partnership is with Elk Grove while other off-site cohorts have been placed on hiatus due to under enrollment. The Administrative Services Preliminary Intern Credential option is available to candidates in the Preliminary credential who hold an administrative appointment within their district.

Interviews with program faculty revealed that the CSUS education administration candidates experience a program of study that integrates theory and practice. As described in the program summary statement, candidates “learn the education administrator’s critical role in creating school environments which support differentiated instruction, scaffolded learning, and inclusive education. They learn that it is the school leader’s responsibility to foster a culture of inclusiveness which nurtures all students and provides opportunities for professional collaboration among educators.” This was independently confirmed by a review of course syllabi and assignments as well as field-based activities and projects. The Administrative Services Preliminary Credential is a 10-course program of study that is common across all cohorts. Interviews with faculty revealed that this program is typically completed in three semesters.

Course of Study

Program faculty describe the preliminary credential as being organized in three phases. The first phase (9 units) contains three courses intended to ground candidates in the theories and practice of leadership in education. The second phase (three courses, 9 units) emphasizes concrete skill areas identified in accordance with CTC standards and culminates with a capstone seminar preparing candidates for field study. The third phase contains the fieldwork component where candidates apply what they have learned in the first two phases. The Internship Program differs slightly in coursework.

During the second and third semester, preliminary services credential candidates enroll in two field experience courses, EDLP 255 and 495 respectively. Interviews with faculty, as well as field and site supervisors, confirm that during these two courses, candidates develop and implement a school improvement project for their specific site. The team learned during the site visit that a university supervisor and a site supervisor mentor the candidates as they develop and implement their projects. These university and site supervisors sign off on the projects at the planning stage (EDLP 255) and the implementation stage (EDLP 495) as an evaluation of candidate competency. Preliminary Services Intern Credential candidates do not complete the EDLP 255 and 495 field courses but rather receive on-site supervision as they engage in their administrative role in the district.

Candidate Competence

Interviews with program faculty and staff revealed that the assessment of candidate competence for this program is still developing. During interviews, it was stated by stakeholders that candidate competence has traditionally been established by the field experience course instructors and that the program has only recently established written protocols. Rubrics or evaluation criteria had not been in place. Currently, available data sources for evaluating candidate competence include a statement of education and educational beliefs, a professional development plan, the EDLP 255 Field Experience Seminar Project and EDLP 495 Field Study supervisor narrative evaluation, and an end-of-program candidate essay. Planned for the 2011-12 academic year is the identification and use of key course assessments.

Assessment processes are relatively new, but they are actively being created. There is recognition among program faculty that the EDLP program has yet to adopt a systematic method of collecting feedback from alumni and employers though they anticipate using surveys of these stakeholders in the near future. According to interviews with advisory board members, the EDLP faculty does meet with the board every six to eight weeks to receive feedback on the program.

Findings on Standards:

After review of the biennial report, program assessment documents, supporting materials available on the accreditation websites and in the team room, and the completion of interviews with candidates, graduates, master clinicians and supervising practitioners, employers and advisory board members, the team determined that all program standards for the Administrative Services Preliminary Credential and the Administrative Services Preliminary Intern Credential are fully met with the exception of Standard 9 which is Met with Concerns.

Rationale:

Standard 9: Assessment of Candidate Competence

Met with Concerns

The team found that while data from some course assessments have been collected and submitted to the department chair, the program is still in the development phase of its complete assessment system. The program's 2010 biennial report stated that the EDLP faculty would be developing a portfolio system to assist in the documentation of candidate competence and aggregation of assessment data for program evaluation. It was reported by program faculty during the site visit that the discussion of a data management system has been suspended pending the determination of whether an ePortfolio system will be adopted by the College as a whole.

Speech-Language Pathology Services Credential Special Class Authorization

Program Design

The Speech Language Pathology (SLP) Services Credential and the Special Class Authorization (SCA) are offered by the department of Speech Pathology and Audiology within the College of Health and Human Services. The mission of the SLP Program is “to train competent professionals in speech, language pathology and audiology with an appropriate scientific background, clinical skill and an appreciation for the need to continue learning beyond formal academic training.” Aligned with this mission is the program’s strategic aim to respond to the shortage of qualified SLP professionals in California while maintaining academic excellence in both academic and clinical training experiences.

The CSUS SLP graduate program is four to five semesters depending upon internship choices. The coursework of the credential program includes all the courses required by the American Speech Language Hearing Association for the Certificate of Clinical Competence as well as courses specific to the CTC standards for SLP. Candidates complete the program course work in a coherent sequence that follows the basic model of foundational and theory coursework in a given treatment area followed by clinical experience in that treatment area. As explained by program faculty and confirmed through candidate interviews, all coursework is completed prior to the two required internships except an internship methods course which is taken concurrently with each field experience.

Interviews with program administrators, candidates and completers described the admissions process to the SLP credential to be through one of two avenues. Admission to “classified graduate” status is available to applicants with an undergraduate major in speech pathology and audiology from CSUS or a comparable baccalaureate degree from another institution. Admission for students with degrees in other fields requires that candidates apply as “conditional graduate” candidates in speech pathology and audiology and are expected to complete specific SLP coursework equivalent to an undergraduate major. These additional content-specific requirements typically necessitate two years of study to complete. As completion of this work nears, the candidates must apply to the department for admission to the program as classified graduate candidates in order to pursue the remaining credential course and field requirements.

The SLP program receives feedback from key stakeholders and makes data-driven program improvements on a regular basis. Advisory board meetings are held at least twice each year. For example, independent interviews with program staff and advisory board members indicated curricular changes in recent years to better meet the increasing need for specific training in autism spectrum disorders. The program added an Autism Spectrum Disorders course to the undergraduate prerequisite courses to better prepare students to meet the continuously growing demand for services for this population. Input from a variety of stakeholders is an ongoing part of program assessment. Recent survey results from graduate and undergraduate program completers, alumni, and employers were located on the program’s accreditation website to confirm this information.

Course of Study

Program faculty confirmed that all candidates in the graduate program complete the coursework specific to the CTC standards. This includes two supervised 45-day field-based internships that can be completed in one of four settings including an itinerant public school classroom, a Special Day Classroom, a hospital, or a private practice setting. The SLP Student Internship Handbook states that only those candidates who complete the 45-day itinerant public school internship are approved to apply for the Speech-Language Pathology Services Credential. Some candidates elect to complete both the itinerant public school internship and an internship in a Special Day Classroom for students with severe language disorders. Candidates completing the Special Day Classroom internship option in addition to the itinerant public school internship are eligible to receive the SCA in addition to the SLP credential. According to program documents, and verified through site visit interviews, the internship experiences are “designed to provide students with supervised public school experience in all aspects of conducting an itinerant Language, Speech, and Hearing program or a Special Day Classroom on a fulltime, five-day-per-week basis using all techniques, methods, procedures, and written reporting required under current laws, regulations, and district policies.” Interviews with the program chair and coordinator determined that the SCA candidates are expected to complete additional research assignments and direct class discussions and presentations in SPHP 250, the concurrent internship methods seminar course pertaining to curriculum and pedagogies used by their master clinicians. This was confirmed through a review of the course syllabi.

One of the strengths of the SLP program is the considerable number of clinical hours the graduates experience both on campus and in field-based site internships. Clinical practicum experiences are on campus for the first three semesters though the campus-based Maryjane Rees Language, Speech and Hearing Center. During the three consecutive, on-campus clinical placements at the Center, graduate candidates evaluate and treat both speech and language problems with a case load of clients representing four targeted treatment areas per clinic cycle. These clinical placements occur in three domains: 1) articulation and accent, 2) language, speech, and voice, and 3) advanced language, and complex speech disorders. A guided tour of the Center confirmed that candidates’ clinical hours are supervised by faculty who are nationally certified and state-licensed speech/language pathologists or audiologists. These specialists view the sessions via video cameras so that they can be viewed and discussed by the candidate and clinic supervisor.

Candidate Competence

It was confirmed during the site visit through faculty interviews that the program uses five key data points to evaluate candidate competence, including the three clinical experience assessments, as well as assessments conducted during the field-based internship(s). Regular assessment of candidate competencies are conducted by expert clinical supervisors using evaluation forms at both the mid-point and end of the three clinical experiences in the Maryjane Rees Language, Speech and Hearing Center as well as at the mid-point and end of the two field-based internships. A review of the clinical competencies forms confirmed that the SLP and SCA forms are aligned with the current CTC standards in the respective credential and authorization programs. A final piece of data used to evaluate candidate competence is candidates’ passage of the PRAXIS exam.

Findings on Standards:

After review of the biennial report, program assessment documents, supporting materials available on the accreditation websites and in the team room, and the completion of interviews with candidates, graduates, master clinicians and supervising practitioners, employers and advisory board members, the team determined that all program standards for the Speech-Language Pathology Services Credential and all program standards for the Special Class Authorization are **Met**.

**Pupil Personnel Services –
School Psychology
Social Work
School Counseling**

School Psychology Credential

Program Design

The School Psychology program at CSUS is a cohort program with candidates admitted only in fall of each academic year. Most candidates are in the program for three years. Some candidates will opt to attend part-time and thus take longer to complete the program. Others may be delayed due to the need to reinforce skills critical to their professional role. However, all candidates must complete the internship within 2 years. Interviews and document reviews verified that the first two years of the program focus on class work, practica, and supervised early fieldwork. The primary activity during the third year is a 1200 hour internship. Candidates have both university and field-based supervisors for early fieldwork and internship. The training is broad-based with a focus on developing reflective practitioners who have the skills, knowledge, and dispositions to engage in effective problem solving within schools and communities. Students are placed in diverse settings for early fieldwork and internships with guidelines that assure they are working across preschool through grade 12 settings and with culturally and socioeconomically diverse populations.

Course of Study

The program is based upon the skill domains recommended by the National Association of School Psychologists and CTC standards. Within the program, research based instruction, reading assignments, cooperative learning experiences, self-reflection and field-based activities are used as instructional methods.

Interviews indicated that faculty are practitioners well-versed in the content of the program and active in state and national professional organizations. Candidates are provided with opportunities to learn how to work with students from diverse populations and backgrounds: ethnic, linguistic, economic, educational, and exceptionalities. Curricular emphasis is based upon the understanding and practice of assessment and theoretical concepts. The practica are embedded into the curriculum which give candidates the advantage of immediate application of skills learned within a course. It also provides opportunities for the candidate to better understand the relevance of and relationship between the course work and the activity.

The first year of the program offers foundation classes as well as application courses. The second year of the program focuses on assessment, identification and interventions for social, emotional, behavioral and special needs populations. Candidates have the opportunity to practice their skills in the CSUS clinic and in field studies. In the third year, candidates are in internships and taking a concurrent internship seminar.

Prior to the internship, school psychology candidates complete five university-based practica experiences. Candidates then participate in 1200 hours of field experience within a K-12 setting at the culmination of their course work. The program includes a selection of activities that are to be experienced and agreed upon by the site supervisor, university supervisor and student. The

activities give candidates opportunities to connect practice with theory and to demonstrate their skills while actively providing services to students. Candidates must complete supervision in at least two grade levels (elementary and middle school) over a two-year period. Candidates shared in interviews that they received high quality supervision from the program in their field experiences which helped them toward meeting the placement school's needs.

Candidate Competence

Five main assessment tools form the comprehensive assessment of individual candidates. These are the early fieldwork evaluations, practica evaluations, Praxis examination, case study examination and intern evaluations. Early fieldwork evaluations are formative and summative which are administered at the end of the fall and spring semester in year two. The practica evaluations are formative and are given six times during spring and fall semester in year two. The candidates take the Praxis examination at the end of year two. The case study examination is also completed at the end of year two. The intern evaluations are completed by the field supervisor and reviewed by the university supervisor in the fall and spring of year three.

Findings on Standards:

After review of the institutional report, supporting documentation, and the completion of interviews with current candidates, recent completers, faculty, department chair, fieldwork supervisors, school administrators, advisory board members and district supervisors, the team determined that all program standards are **Met** for the School Psychology program.

Social Work Credential

Program Design

The Pupil Personnel Services Credential (PPSC) in School Social Work (SSW) Program is designed to be completed within the Masters of Social Work (MSW) degree program in the Division of Social Work. The general theoretical orientation of the SSW Program is derived from a systems/ecological perspective which views the person-in-environment as a developing nucleus within an environment that includes the school as an organization, the dominant and individual/family culture, the community, and the larger social institutions that affect each aspect of the environment. The SSW program is designed to prepare social work practitioners to be effective in assessing, intervening, and serving the needs of the children and their families to obtain the maximum benefit from the educational experience. Interviews confirmed that the program promotes a triangulated vision which includes parents, students, and school/community. Evidence from the site visit indicated that the program is in the process of creating an advisory board inclusive of employers to guide future program design decisions.

The program consists of six core courses as well as a fieldwork/internship component. Candidates take two social work practice courses during the foundation year of the program. These courses provide a general framework and knowledge base for social work knowledge, values, and skills as well as essential tools for social work practice with diverse populations and the professional roles and functions across contexts of professional social work practice, including the schools. Interviews revealed that these courses link with theory courses and lead to a research component based on real school activities and a capstone project. The graduate program provides professional foundation content during the first year to support the advanced generalist curriculum in the latter year. The professional foundation consists of courses in social welfare policies and services, human behavior in the social environment, social work practice,

theory and practice with diverse populations, social research methods, and field practica. The advanced generalist curriculum consists of required advanced courses in social work practice and policy, and advanced electives in practice with individuals, families and groups, organizations, and communities. Each candidate in the graduate program is required to complete a total of four semesters of the field practica. Interviews indicated that faculty are practitioners well-versed in the content of the program and active in state and national professional organizations.

Course of Study

The premise of the two social work practice courses taken during the first year of the program is to provide students with a wide array of theory and skill as they begin to work with different types of clients in a variety of settings. The sequence of the advanced level of program study underscores the program's emphasis on assisting candidates in understanding important social work theory and skills when working with vulnerable populations. Interviews with faculty provided the example of candidates understanding how language influences both culture and performance in school.

Advanced practice sequence's emphasis on multi-level practice, leadership, and advocacy as well as strong micro skills mirrors the multiple roles and intervention arenas at the school set in their field placement in a school setting. Faculty noted in interviews that candidates are required to look at student situations from both the individual case level (micro) and the larger policy level (macro) with the goal of identifying student assets and creating plans to address student needs. The candidates' ability to intervene in crisis situations and provide competent casework and/or group work, as well as community organizing and consultation are evidenced either directly or through observation in the various field-related activities. Evidence at the site visit showed that courses use actual school situations which candidates encounter as problem-solving opportunities in the courses. Although many courses and experiences provide opportunities for candidates to demonstrate their learned skills relative to resource development to enhance their client's growth and development, some coursework provides particular demonstration of this relative to the school setting.

SSW candidates complete their advanced level field placement in a school setting. This provides opportunities to put into action the knowledge and skills learned throughout the program with specific pupils. With the field instructor, they are able to process as well as observe ways in which to create these linkages and connections and actually create such resources to benefit students, faculty, and staff in the school in which they are placed. Candidates commented in interviews that they worked with teachers using RTI, in conjunction with public health prevention, to support foster children on probation. They were also encouraged to access non-traditional supports which might be available through the community to meet students' needs. Candidates write reflections on these interactions to extend their understanding of the process and indicated in interview that they were highly motivated.

During the second year of the SSW program, candidates take the advanced practice courses in conjunction with advanced field placement. Field placement is in a school setting during the second year of study. Candidates are required to complete a minimum of twenty-four hours per week (three days) over the course of 32 weeks. Of these 768 hours, a minimum of 100 clock hours is completed at each of two settings. The team confirmed in interviews that candidates can elect to be supervised by an individual with a Masters of Social Work (MSW) or with a Pupil Personnel Services Credential (PPSC) or a supervision team of an MSW and a PPSC in another

field. At the conclusion of the field experience, candidates have completed 1250 hours. Throughout the second year, while in the school setting for field experience, candidates have opportunities to incorporate knowledge and skills gained from coursework which focuses on vulnerable populations, into practice. Candidates are required to complete their placement in a field setting that will provide them with opportunities to fulfill the competencies outlined relative to diversity. Additionally, placements for candidates are assessed for appropriateness based on factors that indicate the candidates will be able to work with diverse pupils (e.g., different age groups, races, ethnicities). Recent program completers reported that they felt well-versed in the content they needed to provide services for students.

Candidate Competency

Candidates in the MSW credential program are systematically assessed at key transition points throughout the program. Assessments are both course-embedded and course-independent. Assessments are all aligned to CTC standards, national standards and program outcomes. The program adheres to the minimum requirements established by the California Education Code, Section 44266 for the services credential with a specialization in pupil personnel services. Candidates complete the Application for Certification which is then given to the PPS Coordinator in the Division of Social Work who then reviews the candidates' qualifications for satisfying the professional standards based on successful completion of required coursework, field evaluations, and successful completion of field work in the school setting. Through interviews and document reviews, the team verified that some candidate assessment data is collected and analyzed but fieldwork evaluations are not included in the analysis.

Findings on Standards:

After review of the institutional report, supporting documentation, and the completion of interviews with current candidates, recent completers, faculty, department chair, fieldwork supervisors, school administrators, advisory board members and district supervisors, the team determined that all program standards are **Met** for the School Social Work Program with the exception of Standard 11.

Standard 11: Learning Theory and Educational Psychology Met with Concerns

The team found limited opportunities and experiences for candidates to demonstrate understanding of learning theories and factors influencing learning and teaching such as cognition, memory, and attention skills. Candidates would benefit from the ability to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

School Counseling Credential

Program Design

Most candidates obtain the PPS School Counseling Credential in conjunction with the Master of Science in Counseling degree. The 60-unit program with an emphasis in School Counseling directly parallels the required 57-unit curriculum for the PPS Credential, with an additional three units being a required culminating experience for the graduate degree. The program seeks to make a clear and strong connection between theory and practice. The curriculum is designed so that PPS credential candidates take theory and practicum or field study courses concurrently throughout their course of study. The team found at the site visit that the program has a strong focus on cultural diversity.

Course of Study

The School Counseling program is based upon the skill domains model recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates are introduced to the model in the first course and are required to begin applying the concepts immediately in their course work. The model is used as the core concept throughout the curriculum. Within the program research-based instruction, reading assignments, cooperative learning experiences, self-reflection, and field-based activities are used as instructional methods.

Interviews indicated that faculty are practitioners well-versed in the content of the program and active in state and national professional organizations. Candidates are provided with opportunities to learn how to work with students from diverse populations and backgrounds: ethnic, linguistic, economic, educational, and exceptionalities. Curricular emphasis is based upon the understanding and practice of conflict resolution for students with behavior problems. The practica are embedded into the curriculum which gives candidates the advantage of immediate application of the skills learned within a course. It also provides opportunities for the candidate to better understand the relevance of and relationship between the course and the practica. Recent program completers affirmed that the counseling experiences in their practica were valuable in learning to provide services for students and that they also learned how to communicate positively with teachers in these experiences.

School Counseling candidates participate in 600 hours of field experience within a K-12 setting at the culmination of their course work. The program includes a clearly described selection of experiences. The activities give candidates opportunities to connect practice with theory and to demonstrate other skills while actively providing services to students. Interviews affirmed that candidates are required to evaluate the school and community resources, data management, crisis intervention systems and staff development program at their field placements. Candidates must complete fieldwork in at least two grade levels (elementary, middle and high school) over a two-year period. Candidates are supervised and evaluated by both university and site supervisors.

Candidate Competence

Candidate competence is evaluated throughout the candidate's duration in the program and in each course of study. Importantly, formal documentation takes place during the practica and after each semester of field study to determine each candidate's competence for continuing in the program. One of the documents submitted for field study credit is designed to verify completion of the field assignment and demonstration of the related competency areas. This document, along with a copy of the site supervisor's evaluation of the candidate, is required for the candidate to obtain credit for that semester of field experience. The team did not find evidence of candidate assessment data analysis.

Findings on Standards:

After review of the institutional report, supporting documentation, and the completion of interviews with current candidates, recent completers, faculty, department chair, fieldwork supervisors, school administrators, advisory board members and district supervisors, the team determined that all program standards are **Met** for the School Counseling Program.

School Nurse Credential

Program Design

In California, school nursing is considered to be a highly specialized area of nursing practice requiring additional education and clinical preparation. CSUS has recently moved the program from the College of Nursing to the College of Continuing Education (CCE). This program change was to enhance the opportunities for candidates to access the curriculum through a three-semester program that was not an option in the College of Nursing. Additionally, the number of Master's candidates is not limited in the College of Continuing Education, although faculty did share that some of the extracurricular services are available through the CCE. The program was recently revised to address the new CTC program standards. Sequencing of coursework is designed to support the candidates in the school setting. Candidates have multiple opportunities to address health-related educational needs, access community resources, develop care plans, and demonstrate their skills through various courses. In interviewing current candidates, strong support was expressed for the move of the program into the CCE. The program is designed for candidates to enroll in the spring semester, continue through the summer semester and complete the program in the fall semester. Candidates all enter the program at the same time, which allows a cohort to complete the program together. This was reported by the candidates to be a very supportive design as it allows for a much more cohesive and collaborative networking group. Courses are offered in a hybrid format (a blend of face-to-face instruction with online learning). The program uses the "imeet" program for their online classes. Each class meets for a weekend at the beginning of the semester and then on Tuesday evenings via "imeet." A final closing "in-seat" weekend is scheduled at the end of each semester. Candidates expressed some challenges with the "imeet" program, and the faculty has acknowledged that there are some limitations with this program and are working on addressing some of the issues. Completers were not able to comment on this design as this is the first cohort to be moved through this design.

Course of Study

The curriculum is designed as a one-year program of 25 semester units for registered nurses who have completed a bachelor's degree in nursing or a related field. Course delivery, assignments, and meetings are designed to meet the needs of the professional full-time school nurse. Candidates who enter the program without a Public Health Certificate (program requirement) complete an undergraduate course to become eligible for the certificate.

Candidates participate in courses that provide a variety of opportunities to investigate relationships between theory, research and practice, including detecting idiopathic scoliosis, and visual disorders resulting from inadequate refraction, ocular mal-alignment, and color deficiency in the school setting. Additional coursework focuses on the three major competencies of school nursing practice which were strengthened in the revision of the standards: providing health and wellness services, providing direct client care services for school age children (pre-k through age 22), and professional management of school nursing services. Emphasis is on the foundations of school nursing practice, legal and ethical issues, special education services, and management of episodic illness and chronic health conditions. This was an area in which coursework was specifically revised to address the new standards.

To address the special education needs, the CSUS has entered into an agreement with the UC Davis Center for Excellence in Developmental Disabilities (CEDD) program. This is a national program with only three in the state of California. Candidates who attend all five of the consortia

through the Medical Investigation of the Neurodevelopmental Disorders (MIND) Institute receive certification in the CEDD. Completers report that this certification has allowed them to apply for positions with a specialty in developmental disorders. This partnership is an excellent example of the community collaboration CSUS has implemented to support its candidates.

A strong focus on physical assessment skills was added to the program. This was reported as an area of need and supported the revised standards emphasizing promotion of student health and wellness. Seminars are designed to present techniques related to the physical assessment, in the school or home setting, of children aged birth through 18 years. Candidates and completers report that while counseling is not a stand-alone course, it is infused throughout the coursework.

CSUS received a grant to implement an extremely innovative element in the nursing/school nursing credential program in the form of a lab experience that allows candidates to simulate actual clinical situations with interactive mannequins. The mannequins are able to simulate real-life medical symptoms (lung sounds, cardiac conditions, etc.) and situations (i.e., potential anaphylaxis) that the candidates must react to and make decisions based on the scenarios the mannequins are presenting. Candidates and faculty both report that this is a highly valuable experience that allows actual real life situations in which candidates can collaborate on and react to with other school nurse/candidates. CSUS should be commended on this program innovation.

Candidates participate in a planned sequence of supervised clinical experiences in one or more California public school districts offering nursing services to infants, children, and adolescents for the purpose of developing a clinical leadership role in school nursing. A major focus is on the aforementioned three major competencies of school nursing practice and management of school nursing services.

Field experiences provide opportunities for candidates to further develop their knowledge, skills, dispositions, understanding, and role as a professional school nurse. The focus of the field experience is to allow the candidate to experience the unique nursing practice setting of public education. Field experiences are designed to meet the individual learning needs of each candidate. Candidates who are not concurrently employed as school nurses complete a minimum of 135 hours of field experience. Completers and candidates expressed strong support for the design of this program and reported that it greatly enhanced and strengthened their knowledge and skills in school nursing.

Community partnership is evident throughout the program. A Community Advisory Committee meets monthly to exchange ideas and concerns. Included in this committee are representatives from faculty, candidates, State School Nurse Consultant, California School Nurses Organization, and Kaiser. Faculty report that this collaboration is extremely valuable and provides important input on current issues for the curriculum. Shriners Hospital collaborates with the program to provide services for students and support the candidates in learning about students with disabilities.

Candidates report that fieldwork strongly supports them in their practice. They generally identify their own preceptor. Though some questions were raised as to the minimum experience requirements of the preceptor (two years), faculty report that this is rarely the case, and most preceptors have many years of experience as a school nurse before being selected to work with candidates. The two-year minimum is invoked only for those exceptions in extremely rural

communities where there may not be access to more experienced school nurses. Preceptors also reported that this is an opportunity for candidates to implement the knowledge that they have learned in the program. Both preceptors and candidates felt that fieldwork is an important aspect of the program in that it allows candidates to explore new ideas and opportunities. They also report that there was ongoing and positive support from faculty throughout the fieldwork experience.

Candidate Competence

In addition to successful completion of all required course work, candidates complete four key assessments during their course of study: comprehensive health assessment, signature assignment role development, public policy board presentation, and evaluation of field experience. Evaluation of the field experience is completed by the candidate's field placement preceptor in addition to program faculty. Candidates also complete an oral exit interview that acknowledges their competency for each of the required school nurse program standards.

Preceptors have a strong role in assessing the candidate for competency and proficiency in school nursing standards. Faculty frequently interface with preceptors to gather feedback and input as to each candidate's ability to complete all objectives of fieldwork. Candidates also develop their own goals and objectives and rate themselves upon completion of the fieldwork.

Findings on Standards:

After review of the institutional report, supporting documentation, and the completion of interviews with current candidates, recent completers, faculty, department chair, fieldwork supervisors, school administrators, advisory board members and district supervisors, the team determined that all program standards are **Met** for the School Nurse Credential Program.

Specialized Teaching Authorization in Health (STAH)

Upon successful completion of the School Nurse Credential Program, candidates may take two additional courses, one in teaching health, and one field teaching experience course to qualify for a supplemental authorization to their school nurse credential. The STAH requires teaching experience with a mentor teacher in both elementary and secondary educational settings.

Candidates are required to present developmentally appropriate instructional units, develop assessment plans, assess and adapt instruction to learner needs, facilitate development of learner cognitive skills, align instructional objectives with methods, and complete evaluation strategies.

Candidates are placed in a school setting under the supervision of a credentialed teacher who serves as the master teacher. The candidate engages in at least 15 hours of observation and 45 hours of student teaching using and evaluating a variety of pedagogical approaches and instructional strategies with children of two different age groups. Candidates are required to teach in the same setting for a sustained period of time with younger children and with adolescents. The master teacher works with the student teacher to develop a sequence for the candidate's teaching and learning.

Findings on Standards:

After review of the institutional report, supporting documentation, and the completion of interviews with current candidates, recent completers, faculty, department chair, fieldwork supervisors, school administrators, advisory board members and district supervisors, the team determined that all program standards are **Met** for the Specialized Teaching Authorization in Health.