

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

Professional Services Division

May 2020

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject, with Intern	6	6	0	0
Preliminary Single Subject, with Intern	6	6	0	0
Preliminary Education Specialist, Mild/Mod, with Intern	22	19	3	0
Preliminary Education Specialist, Mod/Severe, with Intern	24	21	3	0
Pupil Personnel Services, Counseling, with Intern	32	30	2	0
Pupil Personnel Services, Psychology, with Intern	27	25	2	0
Speech Language Pathology	16	16	0	0

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

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

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

Institution: California Baptist University

Dates of Visit: March 22-25, 2020

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>February 27, 2011</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with candidates, graduates, faculty, employers, supervising practitioners, and external stakeholders. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All general preconditions and credential program preconditions were **met**.

Program Standards

All program standards for the Preliminary Multiple Subject and Single Subject credential programs were **met**.

All program standards for the Preliminary Education Specialist Mild/Moderate and Moderate/Severe credential programs were **met**, except for Program Standard 4, 7 and 8, which were **met with concerns**.

All program standards for the Speech Language Pathology credential program were **met**.

All program standards for the Pupil Personnel Services Counseling credential program were **met**, except for Program Standards 13, and 31 which were **met with concerns**.

All program standards for the Pupil Personnel Services Psychology credential program were **met**, except for Program Standards 13, and 25 which were **met with concerns**.

Common Standards

Common Standard 5 was **met**. Common Standards 1, 2, 3, and 4 were **met with concerns**.

Overall Recommendation

Given the above findings on preconditions, common standards and program standards, the review team recommends an accreditation status of **Accreditation with Stipulations**.

The review team recommends that the following stipulations be placed on the institution:

1. The institution shall present a report to the COA within 6 months to provide an outline of the actions underway to address stipulations related to each of the standards which were met with concerns.
2. The institution shall present a report to the COA within 12 months to provide evidence of the actions undertaken to address stipulations related to each of the standards which were met with concerns.

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

Preliminary Multiple Subject and Single Subject, with Intern
Preliminary Education Specialist – Mild/Moderate and Moderate/Severe, with Intern
Speech Language Pathology
Pupil Personnel Services – School Counseling, with Intern
Pupil Personnel Services – School Psychology, with Intern

On the basis of this recommendation, staff recommends that:

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

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Course Matrix
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty and Adjunct Vitae
Faculty Evaluation Documents

Job Postings and Descriptions
Assessment Materials
Candidate Handbooks
Survey Results
Precondition Responses
Assessment Management System
Recruitment Materials
TPA Results and Analysis
Supervisor Orientation Materials

Interviews Conducted

Stakeholders	TOTAL
Candidates	65
Completers	31
Employers	14
Institutional Administration	5
Program Coordinators	6
Faculty	29
TPA Coordinator	1
Field Supervisors – Program	19
Field Supervisors – District	28
Credential Analysts and Staff	5
Advisory Board Members	19
TOTAL	222

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

Background Information

California Baptist University (CBU) is one of the foremost private Christian colleges and universities in Southern California. CBU offers bachelor's, master's and credential programs in Riverside and online.

California Baptist University believes each person has been created for a purpose. CBU strives to help candidates understand and engage this purpose by providing a Christ-centered educational experience that integrates academics with spiritual and social development opportunities. Graduates are challenged to become individuals whose skills, integrity and sense of purpose glorify God and distinguish them in the workplace and in the world.

The 160-acre main campus of California Baptist University is situated in the heart of Riverside's historic Magnolia Avenue district, a short drive from popular beaches and mountain resorts. The main campus is comprised of more than 30 buildings, including the 94,800 sq. ft. Eugene and Billie Yeager Center, separate men's and women's residence halls, multiple apartment complexes and modular housing, the 270-seat Wallace Theater, a fitness center, one of the region's largest aquatic centers, the Annie Gabriel Library, the Van Dyne Gym, and the JoAnn Hawkins Music building, one of the nation's most advanced music production and recording facilities.

The latest architectural addition to campus is a 5,050 seat, 153,000 sq. ft. events center. CBU was founded in 1950. The university offers more than 80 bachelor degree programs with more than 150 major concentrations and 50 minors. The graduate programs at CBU consist of more than 30 degree programs with 45 concentrations. There are 5 doctoral programs on campus.

In Fall 2019 the enrollment at CBU was 11,045 students. The total enrollment includes 36.5% of students who are Hispanic, 36.4% who are white, 7.7% who are African American and 6.3% who are Asian. 100% of faculty and staff at CBU are Christians. However, students at CBU are welcome from all or no faith backgrounds. CBU is accredited by the Western Association of Schools and Colleges as well as many discipline specific bodies.

Education Unit

The Metcalf School of Education's mission is to prepare educational leaders of high moral character and ethical behavior, who are equipped with the knowledge and skills needed to create lifelong learners throughout the world.

Many graduates serve in schools as teachers, counselors, psychologists, early childhood specialists, administrators and in other important educational roles. Others serve in non-educational environments including workplaces, governments and charities where they help adult learners contribute to the success of their organizations.

The School of Education seeks to ground candidates in teaching-learning theory and equip them with the practical skills needed to create learning environments. They help candidates learn to fit instructional strategies to a wide range of educational settings and learners. Their ultimate

goal is to teach our graduates how to create self-sufficient, lifelong learners who master content, critically analyze what they learn, collaborate well with others, create innovative solutions and communicate effectively.

The School of Education consists of both undergraduate and graduate programs. The school offers undergraduate majors, minors and concentrations. Candidates can choose to also be admitted into an integrated credential program in single or multi subject teaching. Graduate candidates have a wide array of areas to choose for study as well as credential programs. Credentials can be completed as stand-alone programs, except for the PPS credentials.

Currently, the School of Education (SOE) has a total of 553 candidates enrolled in credential programs. There are an additional 368 students in the school in majors, minors, concentrations or degree seekers outside of credential candidates, for a total SOE enrollment of 921. The School of Education has 15 full-time faculty members, including a Dean and Associate Dean. There are 6 designated staff members in the SOE, including 3 advisors/credential analysts. In the 2018-2019 school year, the School of Education recommended 177 credentials to the state of California.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Preliminary Single Subject, Traditional	38	141
Preliminary Single Subject, Intern	15	4
Preliminary Multiple Subject, Traditional	44	124
Preliminary Multiple Subject, Intern	5	1
Preliminary Education Specialist Mild/Mod, Traditional	11	64
Preliminary Education Specialist Mild/Mod, Intern	0	3
Preliminary Education Specialist Mod/Severe, Traditional	2	22
Preliminary Education Specialist Mod/Severe, Intern	0	1
Speech Language Pathology	24	51
PPS: Counseling	17	67
PPS: Psychology	21	90

The Visit

This visit took place right at the beginning of the COVID-19 outbreak in California, and therefore moved from an in-person visit to an all technology Zoom visit one week before it was set to

start. Despite this large change in circumstance, the team was well prepared and was able to still meet with all necessary stakeholders via technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject and Single Subject Credential Programs with Intern

Program Design

The dean is the head of the credential programs. The program lead for the Multiple Subject Teaching credential program maintains the quality of the courses and the alignment with the standards with the assistance and direction of the associate dean.

The program continues to grow each year. In 2017, the program was awarded a substantial grant by the California Commission on Teacher Credentialing (CTC) to create an integrated credential program for Multiple Subject and Single Subject undergraduate candidates. As of fall 2019, the integrated credential program launched and currently has 14 undergraduate candidates enrolled in this pathway. The program lead is the principal investigator and director for the integrated credential programs for both the multiple subjects and single subject undergraduate teaching candidates.

The program lead for the Single Subject credential program maintains the quality of the courses and the alignment with the standards with the assistance and direction of the associate dean.

Interviews with program leads, faculty, and staff indicate that leadership is strong in the general education unit. There have been several changes recently within the leadership of the general education multiple subject and single subject credential programs. Based on interviews, the dean and associate dean are very involved in the general education program. Based on interviews with faculty and program leads, a more structured system of organizational unit leadership seems to be evolving in terms of people having more defined roles within the leadership structure.

Based on interviews with program leads, adjunct faculty, full time faculty and program advisors, it is apparent that there is open communication within the unit of general education. One mode of communication discussed in multiple interviews cited credential clusters as the main source of communication. Credential cluster meetings consist of multiple subject and single subject program leads, full time general education faculty leads and the lead program advisor. Credential clusters meet to review student data and discuss curriculum needs. Credential clusters enable the team to discuss how they can best align curriculum to standards and share any concerns regarding candidates. The lead program advisor attends the credential cluster meetings to share any necessary information with the program advising team. The frequency of cluster meetings is fluid at the moment, ranging from weekly to once a month depending on need. According to interviews with program leads, faculty and advising staff this did not seem to be problematic.

Multiple and single subject fieldwork is aligned with course content to give candidates hands-on application to the content being taught. Each course has an integrated fieldwork component integrated.

Pre-student teaching fieldwork hours by program are as follows: Multiple Subject: 95 hours; Single Subject: 72 hours.

Candidates have multiple opportunities to observe, practice skills, and interact through the fieldwork in the courses. Fieldwork takes place throughout the program in the form of classroom observations or practicum hours. Fieldwork hours are documented per course, and all fieldwork assignments and related documents are housed in Blackboard.

All candidates conducting fieldwork have documented certificates of clearance and find their own placements. In interviews, candidates and completers indicated that finding a location to complete fieldwork assignments can sometimes be problematic. Candidates and completers stated multiple times that they were not provided a listing of clinical sites (schools) that have been approved or have a partnership with the university (MOU). As indicated in the materials provided by the unit, candidates are expected to find their own placements, which based on interviews, was difficult for numerous candidates and completers to do on their own. Interviewees expressed frustration with the feeling of not being fully supported in this aspect of their course of study.

In 2015, the multiple subject program began to use the edTPA portfolio to assess student competencies. In 2016, they analyzed the results of the pass rates. The program had a 94% first-time pass rate, which speaks to the strength of the preparation.

In 2016, the program decided that all candidates would take the RICA preparation course and RICA exam in the first two semesters of the program in order to allow student teaching candidates to have adequate time in their second year to focus on clinical practice and the TPA, and for intern teachers to be able to focus on being teacher of record and completing the TPA in their second year. The unit also felt it was important that candidates have demonstrated competency in reading instruction prior to engaging with candidates full-time. Candidates that are unsuccessful on the RICA exam are supported through a 1 unit remediation lab course.

In 2015, the single subject program began to use the edTPA portfolio to assess candidates. After data review in 2016, the program was producing a 60% pass rate. Changes were then implemented to three key courses in the Single Subject program: EDU 514 Secondary Methods, EDU 515 Reading and Writing in the Content Area, and EDU 519 Subject Area Specializations. Faculty met to better align coursework to the new TPEs, and then they began to ensure that the competencies were taught and measured systematically throughout the program.

The next year, the first-time pass rate increased to 72%. The unit has continued to make adjustments and added course pre-requisites to ensure that candidates take the courses in sequence, which also ensures the progression of learning.

Additionally, a new course, EDU 583, a 1-unit semester course specifically designed to support candidates with edTPA completion, was created. The course is taught by two full-time faculty members, one for multiple subject candidates and one for single subject candidates.

Candidates who do not pass edTPA during the student teaching semester are encouraged to enroll in EDU 583 1-unit for a second time to receive additional support. Interviews with program leads, faculty, completers and candidates reflected the need for the newly developed edTPA workshops. Candidates interviewed expressed their overall satisfaction with the newly developed content but did mention there was room for improvement. Completers did not have an opportunity to engage in the newly developed workshops, and their comments reflected the need for it to have been developed.

Both multiple subject and single subject have an advisory council of professionals in the field who are invited to reflect on the program and outcomes of the candidates.

Course of Study (Curriculum and Field Experience)

The program is designed for working adults, and clinical experiences that are supervised occur during the student teaching semester at the end of the program. Candidates spend 15 intensive weeks working alongside a professional teacher and university supervisor during student teaching

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After reviewing the study plan documents provided for each program, there is a sequence in which courses should be taken. After interviews with the program advisors and program leads it is indicated that, while not a cohort model, candidates are encouraged to take courses in the order in which they appear in the plan of study documents for each program. Program advisors work with candidates to enroll them in the appropriate coursework.

Fieldwork is aligned with course content to give candidates hands-on application with the content being taught. Because the CBU program is designed for working adults, clinical experiences that are supervised occur during the student teaching semester at the end of the program. Candidates have multiple opportunities to observe, practice skills, and interact through the fieldwork in the courses. Then they spend 15 intensive weeks working alongside a professional teacher and university supervisor.

During the student teaching semester, candidates are placed with a quality mentor teacher through a collaborative effort with the local school districts. University supervisors observe the candidates each week and provide feedback in relationship to the Teacher Performance Expectations (TPEs) and additional program standards. At the mid-point, candidates complete a self-reflection that leads to the formation of a growth plan. The university supervisor, mentor

teacher, and teacher candidate use the growth plan to inform next steps and practices. At the end of the semester, candidates are given a final evaluation of the TPEs and program standards, as well as the Induction Development Plan (IDP). The IDP identifies three goals the candidates will take with him/her to the first year experience.

The following documents that were provided for review support the coordination of coursework with fieldwork: teacher mentor handbook, master teacher evaluation, TPE observation tracking form, weekly feedback form, candidate improvement form, EDU 580 student teaching seminar, midpoint self-evaluation, and induction transition plan. Interviews with program completers and current candidates indicated they were satisfied with their coursework and felt prepared to complete student teaching however some expressed lack of consistency amongst university supervisors regarding lesson planning feedback and observation feedback.

Throughout the program, candidates demonstrate their understanding of appropriate supports for English learners, beginning with EDU 511 Theories and Methods of Teaching Diverse Learners. In this course, candidates are introduced to English Language Development standards and the SIOP Model. In the courses that follow, candidates engage in writing lesson plans, all of which must include a component for supporting English Learners at various levels of development. Once candidates enter student teaching, each candidate must address the needs of English learners or students struggling with academic language given the context of their placement. Mentor teachers and university supervisors support candidates in employing the appropriate supports for these students.

Interviews with candidates and completers emphasized that they felt incredibly well prepared to work with English learners and felt prepared to work in a culturally responsive manner. District personnel remarked that they were very pleased with the preparedness of candidates when it came to working with culturally diverse students in their respective districts. One district personnel member remarked that CBU completers viewed students through a culturally additive model and were well prepared to work with all students. Although it is covered in the program, one area both completers and candidates said they wanted more preparation in is Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. This would better equip candidates with the tools needed to effectively work with students with special needs and work with resource/special education teachers to facilitate learning in the general education classrooms.

A student teaching semester is typically 14-15 weeks constituting 560-600 hours in the student teaching experience. Student teachers and interns receive weekly support with six formal observations.

Documents reviewed included: the teacher mentor handbook, master teacher evaluation, TPE observation tracking form, weekly feedback form, candidate improvement form, EDU 580 student teaching seminar, midpoint self-evaluation, and induction transition plan support 560-600 hours of student teaching completed within the student teaching semester. Additional

hours come from the fieldwork completed across the arc of the program as evidence in course syllabi.

Both student teachers and interns receive support from university supervisors and district provided mentors. University Supervisors visit both student teachers and interns once a week on most weeks (except the week of edTPA video recording and holiday breaks). Both student teachers and interns are formally observed six times per semester and are provided written and verbal feedback on each observation. Each university supervisor meets with his/her candidates' mentor teachers three times per semester (initial meeting, mid-point evaluation, and final evaluation). Documents reviewed and interviews with candidates, university supervisors, mentor teachers and program leads verify levels of support.

Interns are required to log the hours of support received from university supervisor, mentor teacher, and other site-specific support including, but not limited to, English Learner support.

Multiple Subject/Single Subject candidates apply to student teaching in the semester prior to their expected student teaching semester according to their program study plans. The Clinical Coordinator holds several student teaching information workshops per semester. Candidates must attend a workshop at which time they complete the student teaching application, sign required university liability documents, and receive a list of districts that have student teaching and/or internship agreements/contracts with CBU. At this time, candidates also choose their top six districts for their student teacher placements. The clinical coordinator then begins the process of requesting placements with districts per district procedures (Google Form, email to district coordinator, etc.) for those candidates that have completed all of the required exams. The clinical coordinator keeps records of placements and agreements with districts as discussed in interviews.

Candidates who have pending exams are monitored by their respective advisor until they pass their exams. The advisor then sends the application back to the Clinical Coordinator for placement request. The Clinical Coordinator maintains ongoing communication with the district clinical coordinators until all placement requests have been fulfilled. The Clinical Coordinator then sends emails to the university supervisors and the candidates notifying them of their placement.

It is the district clinical coordinator's responsibility to ensure that the mentor teacher with whom the student teacher candidates is matched meets the mentor teacher requirements. The SOE Clinical Coordinator verifies this information and maintains a spreadsheet with all placement information including candidate name, credential area, district, school site, supervisor, mentor teacher, and contact information.

Placements are completed prior to the start of the new semester. Candidates and supervisors attend a student teaching orientation. Mentor teachers attend a mentor teacher dinner and orientation as well.

Candidates seeking an internship prior to or during their student teaching semester may request an intern eligibility letter from the Clinical Coordinator. If the candidate has met the intern eligibility requirements (coursework, CSETs, and RICA), the candidate then meets with the Clinical Coordinator to receive the letter, a list of districts with intern agreements, and information related to the expectations for the internship.

Interviews with clinical coordinator, program leads, mentor teachers, university supervisors, candidates and completers support the procedures discussed.

Assessment of Candidates

Multiple Subject /Single Subject candidates are assessed for competencies throughout their coursework in the form of assessments, critical assignments, and fieldwork. The final competency assessments occur in the Student Teaching Seminar. Candidates are given an orientation to the program by program advisors at the beginning of the program. Additional advising takes place throughout the program to ensure that candidates are making positive progress in the program. A Student Teaching Orientation is conducted the semester prior to student teaching to ensure that candidates are aware of expectations and assessments.

During the student teaching semester, candidates are placed with a quality mentor teacher through a collaborative effort with the local school districts. University supervisors observe the candidates each week and provide feedback in relationship to the TPEs and additional program standards.

At the mid-point, candidates complete a self-reflection that leads to the formation of a growth plan. The University supervisor, mentor teacher, and teacher candidate use the growth plan to inform next steps and practices. At the end of the semester, candidates are given a final evaluation of the Teacher Performance Expectations and program standards, as well as the Induction Transition Plan. The Induction Transition Plan identifies three goals the candidates will take with him/her to the first-year experience.

Documents reviewed support that these assessments are occurring. Interviews at the site visit with program completers and candidates confirmed the types of assessments that are occurring during the program.

For undergraduate level candidates, advising begins with an SOE information session. Candidates are invited to this session via advertising on the integrated credential website. Undergraduate advisors will also refer interested candidates to these information sessions. The sessions provide information on the length of the program, program requirements including competencies. Candidates are directed to the website to complete the application at this time. The lead advisor then follows up with candidates to provide additional information and support to complete the application process.

Once candidates have applied and are accepted, an SOE advising appointment is scheduled at which time candidates are provided with a study plan and course sequencing is discussed including student teaching details. If competencies are outstanding, candidates are provided

with timelines for providing passing scores to the lead advisor. Some candidates meet the CSET competencies via subject matter programs.

For graduate level candidates, advising begins in Graduate Admissions. The initial inquiry follow-up on with regard to program requirements, cost, timeline is initiated by the graduate advisors to encourage the person to apply. Another follow-up is initiated by graduate advisors to check competency requirements, COC, CBEST, CSET, entrance essay, recommendations, and transcripts. Once the candidate submits an application and competencies are verified, the application is sent to the SOE advisors to review the application and check for interview requirements if applicable. The advisor then completes the stages of acceptance with program director input. The application status is reported back to Graduate Admissions for follow-up and final acceptance communication.

Once the student has been accepted into the program, the SOE advisors contact them to schedule group or individual advising, during which time they provide information on program specifics. Advisors then register candidates for the first semester courses.

The Associate Dean maintains a spreadsheet with all student teacher candidates by semester. Once the student has passed student teaching and has registered for edTPA, tracking begins. Tracking continues until the student receives edTPA scores. Candidates that pass edTPA are noted as ready to be recommended and an email is sent to the lead credential analyst who then forwards that information to the appropriate advisor to recommend the credential. The advisor is responsible for verifying that all credential requirements have been met prior to recommending the credential. Once the candidate has been recommended, the advisor sends an email to the candidate with next steps.

Interviews with candidates, completers, program leads, mentor teachers and university supervisors at the site visit consistently support the provided documentation.

Findings on Standards

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

Preliminary Education Specialist Mild/Moderate and Moderate Severe Credential Programs with Intern

Program Design

The Education Specialist Credential program is housed in the Metcalf School of Education (MSOE) of CBU and serves the greater Riverside County. Currently the Mild/Moderate program has 67 candidates enrolled, three of which are Interns. The Moderate/Severe program has 23 candidates, which includes one Intern.

The Dean of the Metcalf School of Education is the head of the credential programs. The Mild/Moderate and the Moderate/Severe programs each have a Program Lead, both of whom are the only full time faculty members within the program. They are responsible for maintaining the quality and alignment to standards of the core special education courses that they teach. There is one additional full-time faculty member who is not specifically assigned to the Educational Specialist programs but is considered the expert in English learner and literacy instruction and teaches the foundational course for all teaching candidates. There are a number of adjuncts teaching in both programs, and there are three full time staff members who are responsible for the advising and credentialing of all teacher candidates.

The Education Specialist credential programs each have an advisory committee composed of community members, alumni, county representatives, general education teachers, special education para-professionals and leaders in the field of education. Each year these advisory committees are invited to reflect on the programs and outcomes of the candidates, providing input and feedback a minimum of twice during an academic year. The programs consider their input carefully and make adjustments as deemed necessary. For example, recently a recommendation was made to add a Student Learning Objective (SLO) in the area of friendship/community integration into course syllabi and instruction because it was deemed such a vital part of their mission.

Faculty meet monthly in “cluster” meetings to discuss upcoming issues, data results, and to discuss any concerns with candidates who may be struggling in the program. Additionally, the entire SOE faculty meet monthly to discuss items that pertain to the entire unit. Interviews with the faculty and lead credential analyst confirm this information. It does not appear that adjunct faculty are invited to any of these meetings, and interviews with adjunct faculty revealed a feeling of disconnect and concern that they do not have an avenue to give input or feedback into the program.

The Mild/Moderate program offers a credential only option, as well as two dual credential options for candidates who would like to obtain both a single subject credential with M/M credential or a multiple subject credential with a Mild/Moderate credential. The Moderate/Severe program offers a credential only option. There are three entry points into the Education Specialist programs. Candidates and completers alike expressed a positive experience with the flexibility of the program when life circumstances necessitated a change in the pace and/or order of their coursework. Candidates in all credential program options include

those who complete the traditional student teaching and interns who are employed as the teacher of record; both take classes together throughout the program.

The Education Specialist programs are designed for working adults. Classes meet in the evenings Monday through Thursday. Fieldwork requirements vary from class to class depending upon the purposes of each class. At the conclusion of the program, candidates complete student teaching or an internship assignment where they are visited weekly to determine whether they have met standards requirements in an actual classroom setting.

Program leadership has been responsive to the needs of their candidates over the past few years, making changes to coursework in order to better prepare the candidates for the workforce. For example, the Mild/Moderate program made a change within the assessment and intervention class to include a 3-hour, hands-on practicum in partnership with a local elementary school, where candidates engage in teaching, assessing, and reteaching based on data collected. In the Moderate/Severe program, there was a recent change to the technology course to reflect the unique needs of teachers in Mod/Severe settings, which allows candidates to explore more assistive technologies pertinent to their field.

Documentation from program files and interviews also demonstrate that the progress of candidates is monitored to ensure that all requirements are met as they progress through the program. Faculty monitor coursework, credential analysts monitor credential requirements (i.e. CSET passage), and at the end of the program, University supervisors monitor the progress of those in student teaching. Documentation from program files and interviews demonstrate that candidates are receiving appropriate training on the use of assessments, data-driven decision making, strategies, interventions, and use of technology. Although there is evidence that the concepts were covered in coursework, there was a concern heard from both completers and mentor teachers that candidates need additional training and practice with the IEP process and transition planning. Completers agreed that there could be an entire class dedicated to these very important practices.

Interviews with current candidates and completers revealed a strong commendation for the preparation they receive in the area of teaching students with diverse backgrounds and needs. They shared that there is one class devoted to this, but it is also integrated throughout the whole program. Every lesson plan they prepare must address English learners, as well as a variety of diverse learners. One completer stated, "When I walked into my classroom, I felt extremely prepared to differentiate lessons to meet the needs of every student in a class." During an interview, a local administrator revealed that she feels CBU graduates are better prepared in the area of diversity than other university graduates she has worked with.

Interviews with employers indicate that candidates are well prepared and graduate with the necessary skills to meet the needs of students with disabilities in California's schools. Administrators listed a plethora of strengths for CBU candidates including the following areas- work ethic, ability to differentiate, cultural proficiency, community connection, organization, planning, professional behavior, humility, and empathy.

Course of Study (Curriculum and Field Experience)

There are three entry points for the Education Specialist programs. Through the assigned program advisor, candidates receive a study plan appropriate for a desired start time and are well informed about the order and timing of specific classes that may not be offered multiple times through the academic year.

Coursework is offered in a sequential manner beginning with EDU courses or foundation courses, leading to SPE courses or program specialization courses, and concluding with student teaching or internship. The Mild/Moderate program shares six foundation courses with the Multiple Subject program including the Technology and Learning course and has four specialization courses. The Moderate/Severe program shares two foundation courses and has six specialization courses including the technology course referenced earlier. Both the Mild/Moderate and Moderate/Severe program share the Exceptional Child course. Fieldwork hours are integrated throughout the entirety of the coursework for all candidates.

An asset to both programs is the concurrent nature of the coursework and field experiences. After an extensive review of study plans, syllabi and the CBU website, it was discovered that the information regarding the number of required hours of fieldwork listed on these three sources does not match. However, interviews with candidates, completers, and faculty confirmed that candidates are required to complete between 72 and 150 hours of fieldwork during the four semesters of credential coursework and that an additional 600 hours of student teaching occurs later in the program.

Fieldwork provides multiple opportunities for candidates to apply content learned in coursework to a variety of classroom environments such as, but not limited to, prominent learning theories, instructional alternatives, various types of assessment, approaches to classroom management, lesson and unit planning, differentiated instructional strategies, educational technology, community integration, and vocational development. Fieldwork assignments include a range of structured observations of videos and/or classrooms, teacher or student interviews, providing assistance in a math or science class, tutoring students with special needs, a community walk, and a day with an adult with disabilities assignment. Coursework and fieldwork assignments are clearly connected and sequenced as verified by a review of the syllabi and interviews with faculty, current candidates, and recent graduates.

An extensive review of the syllabi revealed some very creative and effective ways to provide candidates with applicable fieldwork opportunities. For example, the Mild/Moderate program has established a unique relationship with a local Native American high school (Sherman Indian School), where candidates complete up to 30 hours of after school remedial reading tutoring, applying their learning from the Diagnostics and Remedial Techniques in Reading class. The Moderate/Severe program has created a fieldwork assignment where candidates spend hours learning what an adult with moderate to severe learning disabilities goes through on a daily basis. Their assignment is to synthesize what services this adult could have benefited from during their K-22 public school experience and what, if anything, could improve communication for this adult.

Interviews with candidates and completers indicated that the fieldwork hours may seem excessive to some and that there is inconsistency with whether or not candidates currently employed in a school can use their location for fieldwork completion. However, overall, the feeling was the fieldwork assignments were extremely valuable and provided multiple varied settings for real-time learning and application to take place, which in turn helped the candidates to feel more prepared when they entered the student teaching portion of the program.

Documentation from program files and interviews indicate that coursework addresses the critical areas needed for candidates to become fully prepared to meet the needs of all students in their span of care. Specifically, coursework prepares candidates to work with students from diverse backgrounds, including English learners, and of course, students with varied learning disabilities. Additionally, coursework addresses the importance of assessment, data-driven decision making, appropriate goal setting, multi-tiered level of services, community integration, and facilitating language/communication.

Student teaching/field placement occurs at the end of the program. For 15 weeks candidates work alongside a professional teacher transitioning from observation to gradual release and finally, teaching the entire day. For the Mild/Moderate and Moderate/Severe credential only program, student teaching takes place in one classroom setting. For the dual program with Mild/Moderate and Single Subject or Multiple Subject programs, student teaching takes place in two separate settings; seven weeks in the Mild/Moderate classroom setting and seven weeks in a general education setting appropriate to the chosen program. Those candidates who are completing clinical practice as an Intern are required to complete 2 semesters to meet the requirement of the program.

Review of program documents, including the Mentor Teacher Handbook, and interviews confirm that during the student teaching semester, candidates are placed with a quality mentor teacher through a collaborative effort with the local school districts. Mentor teachers conduct informal observations and provide real time feedback to the candidates daily. Interviews did reveal a desire and need for the mentor teachers to have more training on the expectations of the support that should be given. One mentor teacher said she would have been pleased to receive a document that stated what experiences she should ensure that the candidate is exposed to. Completers agreed that the mentor teachers sometimes seemed unsure of what the expectations were.

All candidates are assigned a university supervisor who has experience in special education settings and has received training structured to help them understand how to best support the candidates. University supervisors observe the candidates once a week and provide feedback in relationship to the Teacher Performance Expectations (TPEs) and additional program standards. At the mid-point of the semester, candidates complete a self-reflection, which is discussed in a triad (university supervisor, mentor teacher, and candidate) and leads to the formation of a growth plan. The growth plan is used to inform next steps, practices, and experiences needed by the candidate. At the end of the semester, candidates are given a final

evaluation of the TPEs and program standards, as well as the Induction Transition Plan. The Induction Transition Plan identifies three goals the candidates will take with him/her to the first-year experience. Mentor teacher and completer interviews confirmed that the student teaching semester, in addition to the student teaching seminar taken concurrently, create a culminating experience that enables candidates to feel fully prepared to enter the teaching profession.

Assessment of Candidates

From the moment of admission, advisors become actively involved with communication and tracking of candidates' assessment requirements for their credential. During their initial interview and new student orientation, candidates are informed about the data-based nature of the program and how assessment is a significant aspect of successful completion of the entire program and specifically the student teaching semester or intern assignment. Advising takes place throughout the program to ensure that candidates are making positive progress and to ensure intervention takes place for any candidates who may be struggling. Additional advising takes place if a candidate becomes an intern.

An extensive review of the syllabi confirms that all course assignments are aligned to TPEs and include a variety of avenues for candidates to establish their competence such as, but not limited to, reflective essays, responses to classroom vignettes, technology-based projects, lesson plans, and fieldwork reflection logs. Confirmed through the program file review and interviews, candidates are assessed for competencies in the form of content assessments, critical assignments, and fieldwork log/assignments. This begins in their foundation coursework and continues in their special education credential coursework. During the student teaching semester, university supervisors informally assess and provide feedback to candidates every week and formally assess progress with the assistance of the mentor teacher at the mid-point and the conclusion of the student teaching classroom assignment. The final competency assessments occur in the Student Teaching Seminar.

Credential analysts visit the student teaching seminar to ensure candidates are informed about the final requirements in order for their credential recommendation to take place in a timely manner. Upon completion of the student teaching experience, the assigned credential advisor reviews each candidate's file and facilitates the credential application process. Interviews with credential analysts confirm that all requirements are reviewed multiple times to ensure recommendations are made correctly and historical documentation is created to provide support for future review, if necessary.

Recent graduates and current candidates indicate that the level of support provided by the advisors, faculty, university supervisors, and mentor teachers has been invaluable in their preparation. Additionally, employers indicate that candidates are well prepared and graduate with the necessary skills to meet the needs of students with disabilities in California's schools.

Findings on Standards

After a review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are met for the California Baptist University Education Specialist Preliminary Credential Program except for the following:

Standard 4: Effective Communication and Collaborative Partnerships – Met with Concerns

Although the program may touch on this content and the need to communicate and collaborate with general education teachers, service providers, co-teachers, and trans-disciplinary teams, there are not consistent opportunities for application of this learning. Candidate, completer, and site mentor interviews revealed a lack of preparation in this area and the need for increased intentionality in the planning of fieldwork and/or course assignments to include this.

Standard 7: Transition and Transitional Planning– Met with Concerns

In the Mild/Moderate Education Specialist program, there is insufficient evidence of direct instruction or opportunities to practice the planning, implementing and evaluating of transitional life experiences for students with disabilities. The Program Lead indicated that this has already been identified as a need and is currently being added into a course syllabus (SPE 555) for the Fall 2020. However, candidate, completer, and site mentor interviews for both Mild/Moderate and Moderate/Severe revealed a lack of preparation in this area and the need for increased intentionality in the planning of fieldwork and/or course assignments to include this.

Standard 8: Participating in IFSP/IEPs and Post-Secondary Transition Planning– Met with Concerns

The program does not consistently ensure that candidates have the opportunity to become experts in this area. There is insufficient evidence that candidates are given opportunities to participate effectively as case managers for the entire IEP/IFSP/transition planning process from pre-referral to assessment, goal creation, instructional planning, and culminating IEP/IFSP/transition meeting with a team of stakeholders. Interviews with completers, candidates, mentor teachers, and adjunct faculty revealed a concern about the lack of preparation and the need to make additional efforts in this area. Completers felt strongly that they needed an entire class on this content due to the importance of this within a teaching position.

Speech Language Pathology Credential Program

Program Design

California Baptist University's (CBU) graduate program in Speech-Language Pathology (SLP) leadership is well organized. The College of Health Science runs the SLP program.. The School of Education oversees all credential programs and verifies the program standards have been met. Day to day operations of the program is guided by a program director. In addition, the program uses the American Speech and Hearing Association's (ASHA) requirements, guidelines and

resources to meet the requirements necessary for national certification and best professional standards and practices as applied to supervision, education and clinical practice.

Communication within the credential program and with the institution is well coordinated. The faculty and program director serve on an advisory panel with SLPs currently serving in the private and school settings. In addition, the associate dean of the School of Education and the credential analyst of the School of Education serve on the advisory board.

Structure of coursework and field experiences in the credential program is established so that the practicum experiences are held throughout the program and in conjunction with academic coursework. Each practicum rotates candidates into different experiences to ensure that a full range of delivery models have been practiced.

Program modifications in the past two years includes the establishment of a community clinic on campus and the expansion of fieldwork affiliation agreements to over 250 sites. In addition, a summer camp for special populations (Deaf/Hard of Hearing, Augmentative and Alternative Communication (AAC), spectrum disorders, and English learners) provides additional opportunities for candidates to gain additional knowledge and experience in treating these individuals. Most recently the program has established an affiliation with the California School for the Deaf that provides clinical and educational opportunities for the candidates for this specialized population.

Means for stakeholder input includes the advisory panel and committee and the university assessment committee. In addition, the program has an open-door policy that applies to student/faculty and faculty/administration.

Course of Study (Curriculum and Field Experience)

The sequence of coursework and fieldwork experience reflect that the initial coursework builds and assesses the candidate's knowledge of special populations, as well as diagnostic assessments and research skills. In the second year, candidates continue to build fluency in diagnosing and addressing issues and learn to apply those skills in public school, private practice, and medical settings as part of coursework and practicum.

Coordination of coursework with fieldwork is reflected in the practicum experiences that are held throughout the program. Each practicum rotates candidates into different experiences to ensure a full range of delivery models have been practiced.

Types of coursework in critical areas for the candidates reflect a variety of courses that are pertinent to special populations that school-based clinicians might see. The candidates receive additional in-depth exposure and learning (e.g. English learners, Deaf/Hard of Hearing , Augmentative and Alternative Communication (AAC), spectrum disorders, neurological and cognitive diagnoses, etc.) during summer coursework and clinics.

The number and type of field placements reflects that CBU's program has over 250 clinical affiliation agreements consisting of elementary, middle, and high schools, private practices, hospitals, outpatient clinics, and community programs.

CBU uses a tri-level approach to field supervision, which includes the fieldwork coordinator, university and fieldwork supervisors. Candidates are evaluated by the faculty and professionals in the field through their assignments and an ASHA rating scale.

Assessment of Candidates

Candidates are assessed twice (at the end of each year) for program competencies. The advice candidates receive about how they will be assessed in the program and informed of the results of those assessments is laid out in the student handbook. Candidates are evaluated at the end of each year. In addition, an individual student success plan is written and reviewed with each student. This plan identifies any deficiencies, and a plan is developed to address them.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for California Baptist University's speech language pathology program.

Pupil Personnel Services, School Counseling

Program Design

CBU's Pupil Personnel Services School Counseling (PPS-SC) credential program is housed in the School of Education. The program is designed to prepare candidates to perform duties of a school counselor in K-12 California public schools. The stated mission of the program is to train school counselors who will "be well-equipped, highly principled individuals; understand diversity as a strength; and provide for individual differences in order to help candidates prepare for a diverse and rapidly changing world." The School Counseling program is a combined Master of Science in School Counseling with a School Counseling credential. The program is accredited by the California Commission on Teacher Credentialing (CTC) and aligns itself with standards set by the American School Counselor Association (ASCA).

The School Counseling program lead reports to the dean and associate dean, who collaboratively oversee all credential programs. The program lead is a full-time faculty member who teaches in the School Counseling program and oversees student advising, curriculum, field placements, adjunct faculty selection and program evaluation. The program lead is the only full-time faculty member and is consequently responsible for all 67 School Counseling candidates. Adjunct faculty are hired by the dean and associate dean, upon recommendation by the program lead. All adjunct faculty are school counselors, who may concurrently be site and/or university supervisors for candidates.

The program consists of 20 courses (48 semester units) that are completed over eight- semesters, requiring approximately 2 ½ years to complete, including summer semesters. Upon petition, candidates are offered the opportunity to complete the program in seven semesters, which would include completing 600 internship hours in one semester. In addition, one prerequisite course (EDU 509, Educational Psychology) is tied to CTC Program Standard 11. This course is offered by the School of Education, which ensures the course’s content quality. The School Counseling program begins each Fall semester.

In the summer of 2019, the School Counseling program added a major project to the Action Research class that requires the student to demonstrate all the steps necessary in data-driven decision making, including needs assessment, data analysis, goals, evidence-based intervention plans, logistics, evaluation, and sharing results with stakeholders.

The program did not provide sufficient evidence that stakeholder input is consistently incorporated in their ongoing assessment of the program and student outcomes. However, the program lead keeps regular contact with partners in local school districts, the California Association of School Counselors, and the American School Counselor Association to stay abreast of current trends.

Based on review of documentation and interviews with site supervisors, university supervisors, program faculty, and adjunct faculty, communication amongst partners is strong, particularly for the final fieldwork experience. Further, the program lead communicates to the associate dean and dean on all program related matters, including but not limited to: (a) program evaluation, (b) admissions requirements, (c) program accreditation standards and improvement goals (CTC, ASCA), (d) adjunct faculty, (e) student issues, and (f) fieldwork. The program lead regularly consults the PPS School Psychology faculty to review admissions, syllabi, student advising issues, fieldwork issues, and all program needs.

Course of Study (Curriculum and Field Experience)

The School Counseling program courses were developed to meet the requirements of the CTC and in alignment with ASCA. Document review and interviews with the program lead, adjunct faculty, site supervisors, university supervisors, completers, and candidates indicate that the program sufficiently prepares candidates to be independent school counselors.

Based on documents, the first two semesters focus on the foundations of school counseling, including counseling theories, special populations, ethics, and best practices. Beginning in the third semester, candidates begin to learn applied skills, including action research, intervention, consultation and collaboration, and counseling skills within a culturally diverse setting. The second-year candidates grow in their understanding and practice of multi-tiered approaches with guidance class curriculum development and lesson planning, small group practice and individual interventions. College and career counseling, crisis intervention, culturally competent counseling, and program design and evaluation are covered in depth before the student’s final 600 hours of fieldwork. Candidates agree that the foundational work prior to the final 600 hours of fieldwork is solid preparation.

Six practicum courses total 120 preservice hours before a candidate's eligibility for final fieldwork, which requires 600 hours at two public school settings of the three possible in K-12. However, candidates are required to independently find a preservice (practicum) site, which is approved by the program lead. Insufficient evidence of quality control on site selection and monitoring was provided. A maximum of 400 hours can be served at one setting while a minimum of 200 hours is served at another. In addition, 200 hours may be served at an approved site other than a K-12 public school, including community colleges, private schools, or applicable organizations. Although candidates independently identify fieldwork sites, university supervisors must approve sites before candidates are able to complete their hours. Stronger controls on quality control are evident for the final fieldwork settings than for practica settings.

Interviews with candidates, site supervisors, and faculty indicate that the coursework provides candidates with a strong foundation to operate as school counselor-in-training at a site. However, a review of documentation, as well as interviews with candidates, site supervisors, and faculty suggest that the program curriculum could improve in order to better equip candidates with the knowledge of ancillary community resources and how to use these resources to support pupil achievement and success.

Assessment of Candidates

Candidates are assessed in the following ways:

- a. End of semester faculty practicum instructor ratings through targeted critical assignments;
- c. End of semester ratings by site supervisors for practicum and internship performance;
- d. End of semester faculty supervisor rating of practicum and internship performance;
- e. End of semester student self-evaluations of practicum and internship performance;
- e. Completion of an action research project early in the program; and
- f. School Counseling PRAXIS score of 147 or higher.

During site visit interviews, site supervisors and candidates discuss the evaluations and develop growth plans to ensure the successful progress of each candidate.

Findings on Standards

Interviews with candidates, completers, site supervisors, university supervisors, program faculty, and adjunct faculty indicate that the program sufficiently prepares candidates to be in supervised fieldwork and to ultimately work independently as professional school counselors. All program standards are met with the exception of the following two which are met with concern.

Standard 13: Collaboration and Coordination of Pupil Support Systems – Met with Concerns

Interviews indicate that candidates have inconsistent experiences with identifying collateral agencies that can support pupils. Site and university supervisors as well as candidates would like the curriculum to ensure that candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Standard 31: Field Experience – Met with Concerns

The program does not have a systematic approach to placing candidates in field settings for practica, nor does the program have a systematic process to monitor placements.

Consequently, the program is unable to ensure that candidates complete supervised experiences with respect to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.

Pupil Personnel Services, School Psychology

Program Design

CBU’s Pupil Personnel Services School Psychology (PPS-SP) credential program is housed in the School of Education. The program is designed to prepare candidates to perform duties of a school psychologist in a K-12 in California public schools. The stated mission of the program is to train school psychologists who will “be well-equipped, highly principled individuals; understand diversity as a strength; and provide for individual differences in order to help candidates prepare for a diverse and rapidly changing world.” The School Psychology program is a combined Master of Science in School Psychology with a School Psychology credential. The program is accredited by the California Commission on Teacher Credentialing (CTC). Its curriculum is designed to be aligned with, but not accredited by the National Association of School Psychologists (NASP).

The School Psychology program lead reports to the dean and associate dean, who collaboratively oversee all credential programs. The program lead is a full-time faculty member who teaches in the School Psychology program, and oversees student advising, curriculum, field placements, adjunct faculty selection and program evaluation. The program lead is one of two full-time faculty members in the program, each of whom advises approximately 47 School Psychology candidates. Both professors teach 24 units of the 61-unit program. The remainder of the program is taught by adjunct faculty, who are hired by the dean or associate dean, upon recommendation by the program lead. All adjunct faculty are school psychologists, who may concurrently be site and/or university supervisors for candidates.

Program Structure

The program consists of 22 courses (61 semester units) that are completed over eight-semester, requiring approximately 2 ½ years to complete, including summer semesters. In addition, there are five prerequisite courses that are tied to CTC Program Standards (EDU 509; General Psychology; Introductory Statistics; Life Span Development or Growth, Development and Learning; and Abnormal Psychology or Theories of Personality). However, two of these prerequisite courses (General Psychology and Lifespan Development) are usually taken prior to admission, which raises concerns about quality control given that these courses are directly linked to CTC Program Standard 17. However, one prerequisite, EDU 509, is offered by the School of Education, which should ensure that the course's content is controlled by the School.

The School Psychology program begins each Fall, Spring and Summer semester and consists of two cohorts of 94 candidates. There are approximately 47 candidates in the two current cohorts. In the last two years, the program has doubled in size, which has raised concerns by candidates and faculty about the ability of faculty to place candidates in practicum, monitor the practicum quality, and to ensure proper preparation of adjunct faculty.

Program Modifications

A second faculty was added to the program in Fall 2018 to support the increased enrollment and addition of a second cohort. Furthermore, as of Fall 2019 and in response to updated CTC standards, all candidates were required to fulfill all practicum hours in a K-12 school setting. The program did not provide sufficient evidence that stakeholder input is incorporated in their ongoing assessment of the program and student outcomes. However, the program lead keeps regular contact with partners in local school districts, the California Association of School Counselors, and the American School Counselor Association to stay abreast of current trends.

Communication

Based on review of documentation and interviews with site supervisors, university supervisors, program faculty, and adjunct faculty, communication amongst partners is strong, particularly for the internship. Further, the program lead communicates to the associate dean and dean on all program related matters, including but not limited to: (a) program evaluation, (b) admissions requirements, (c) program accreditation standards and improvement goals (CTC, NASP), (d) adjunct faculty, (e) student issues, and (f) fieldwork. The program lead regularly consults the PPS School Counseling program lead to review admissions, syllabi, student advising issues, fieldwork issues, all program needs.

Course of Study (Curriculum and Field Experience)

The School Psychology program courses were developed to meet the requirements of the CTC, and aspire to meet NASP standards. Document review and interviews with the program lead, adjunct faculty, site supervisors, university supervisors, completers, and candidates indicate that the program sufficiently prepares candidates to be independent school psychologists.

Based on documents, the first two semesters of the program focus on the theoretical foundations of school psychology with candidates receiving instruction in the basics of the field of school psychology, ethics, and counseling. Starting in the third semester, candidates begin to

learn applied skills, including psychological and academic assessment, consultation and collaboration, and counseling skills within a culturally diverse setting. The PPS 542 Advanced Research course provides a specific opportunity for candidates to understand cultural and linguistic loading in assessment. Assessment courses are based on an understanding of statistical principles of assessment.

As currently structured, the program offers significant preparation for candidates to ensure that they are ready to be in schools independently. The curriculum focuses on providing a theoretical foundation in statistics, psychology, and learning for candidates to build upon as they progress through the program. Courses address data-based decision making in assessment across the tiers, consultation and collaboration within the school system and with families, direct and indirect academic and mental health-based service provision, cultural competency in all aspects of practice, a research-based foundation for all service provision. Candidates are required to complete 225 school-based hours of practicum experience each year to total 450 hours, in which they provide direct and indirect services under the supervision of a site school psychologist. However, candidates are required to independently find a practicum site, which is approved by the program lead. No evidence of quality control on site selection and monitoring was provided. During final fieldwork (internship), the candidates complete a minimum of 1200 hours in a K-12 setting, attend the bi-weekly internship course, receive site and university supervision, and complete a portfolio. Stronger controls on quality are evident for the internship settings than for practica.

Interviews with candidates, site supervisors, and faculty indicate that the coursework provides a strong foundation to operate as school psychologist-in-training at a site. However, a review of documentation, as well as interviews with candidates, site supervisors, and faculty suggest that the program curriculum should improve equipping candidates to have knowledge of ancillary community resources and how to use these resources to support pupil achievement and success.

Curriculum and course adjustments

The program leadership plans to add two courses, Applied Behavioral Analysis and Assessment and Intervention in response to the need for greater emphasis on primary prevention. Based on an interview with the program lead, the program's units will increase to 67 units with the goal of reaching NASP's standards in terms of units and curriculum design.

Overall, courses are designed to be relevant, interrelated, and sequenced in a way that leads to candidates being well prepared to fulfill the role of an independent school psychologist, as evidenced by a review of syllabi, and interviews with candidates, staff, faculty, and supervisors.

Assessment of Candidates

Candidates are assessed in the following ways:

- a) Faculty practicum instructor ratings through targeted critical assignments;
- b) End of semester ratings by site supervisors for practicum and internship performance;
- c) End of semester faculty supervisor rating of practicum and internship performance;
- d) End of semester student self-evaluations of practicum and internship performance;
- e) PRAXIS score of 147 or higher

Site supervisors and candidates discuss the evaluations and develop growth plans to ensure the successful progress of each candidate.

Findings on Standards

Interviews with candidates, completers, site supervisors, university supervisors, program faculty, and adjunct faculty indicate that the program sufficiently prepares candidates to be in supervised fieldwork and to ultimately work independently as professional school counselors. All program standards are met with the exception of the following two which are met with concern.

Standard 13: Collaboration and Coordination of Pupil Support Systems – Met with Concerns

Interviews indicate that candidates have inconsistent experiences with identifying collateral agencies that can support pupils. Site and university supervisors as well as candidates would like the curriculum to ensure that candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Standard 25: Practica – Met with Concerns

The program does not have a systematic approach to placing candidates in field settings for practica, nor does the program have a systematic process to monitor placements. Consequently, the program is unable to ensure that candidates complete supervised practica experiences that occur prior to the field experience, are conducted in laboratory and or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

COMMON STANDARDS FINDINGS

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

Finding on Common Standard 1: Met with Concerns

Summary of information applicable to the standard

The School of Education (SOE) faculty has designed their programs based on sound research and educational theory. The SOE provides a system of preparation for their candidates that includes guiding principles for a supportive, purposeful, and collegial community. The SOE maintains several functional and effective advisory systems comprised of representatives of the larger educational community. The university's provost and associate provost offices provides leadership for SOE leadership and faculty. Staffing includes full-time faculty and staff, as well as qualified adjuncts. All full-time faculty engage in the work of the SOE. Each recommendation for a credential is organized by the credential analysts and reviewed appropriately.

Rationale for the Finding

Interviews with multiple key stakeholders as well as a review of submitted documents, indicated that the unit does not involve faculty from across all programs in the SOE organization, coordination and decision-making process. In addition, interviews with stakeholders indicated a lack of parity in personnel (staff and faculty) within various programs in the unit as required for the effective operation of those programs.

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

Finding on Common Standard 2: Met with Concerns

Summary of information applicable to the standard

Data and evidence reviewed at the site visit confirmed that the unit recruits and supports candidates towards success in their educator preparation programs. Candidates reported receiving information on program requirements from their first contact with the university to admission, all the way through to program completion and credential recommendation. Program advisors and faculty described admissions processes that used multiple measures of candidate qualifications for admission purposes. Program faculty and advisors described how recruitment takes place and how candidates are supported in various phases of the programs. Individual credential programs have recruitment strategies. The unit has three Program Advisors to guide and support candidates. There was evidence of use of program and semester academic plans and program handbooks. The programs have advising systems in place to assess attainment of candidate competencies and guide overall candidate progress in meeting all program requirements. Clearly defined processes are in place to identify and support struggling candidates.

Rationale for the Finding

In interviews, program stakeholders, program faculty and advisors described some activities that were conducted to recruit candidates. However, there was limited evidence that the unit purposefully recruits and admits candidates to diversify the educator pool in California. A coordinated approach at the unit level to support recruitment of candidates into programs was not found.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Inconsistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Inconsistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

The unit has designed a planned sequence of coursework and clinical experiences for each credential program. This sequence is established in programs of study, program handbooks, and mentor teacher handbooks. The basic credential programs have a Clinical Coordinator who coordinates the placement process for candidates in the clinical practice component. The placement process for PPS programs is managed by faculty. Interviews with program mentors, course instructors, and candidates verified that the educator preparation programs provide candidates with integrated coursework, field experiences, and clinical practice. Program are designed to provide candidates with sequential experiences to support their professional development and demonstration of the knowledge and skills to educate and provide services to P-12 students.

Interviews with school district human resources directors and school principals indicated that the unit collaborates with partners in the selection of school sites and site-based supervisors. Mentor teachers, university supervisors, and school site principals indicated that candidates are provided with opportunities to experience issues of diversity at school sites and are able to participate in school-based programs designed to promote equity and inclusion. University supervisors and mentor teachers noted that candidates implement research-based strategies into their teaching. Interviews with school principals and university supervisors provided evidence that site-based supervisors are certified and experienced in teaching the specified content in the clinical practice phase of the program and provide effective and knowledgeable support.

For multiple and single subject programs, a description of how district-employed supervisors are oriented to their roles and supported in their supervision is provided. In some programs

there was inconsistent evidence of training and orientation of site-based supervisors and university supervisors. All programs have a system in place to evaluate fieldwork and clinical practice. Multiple Subject, Single Subject, and Education Specialist programs include the California content standards and frameworks in the program of study. Candidates and completers reported confidence in their knowledge of, and ability to teach to, the California state standards.

Rationale for the Finding

There was evidence that fieldwork and clinical practice experiences across all programs are not intentionally designed and implemented equally for all candidates. Interviews with faculty, candidates, and completers indicated that candidates in some programs are required to identify their own placements for both fieldwork and practica, which are then approved by the program. This process does not ensure a consistency of fieldwork experiences for all candidates. Some programs do not consistently ensure that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

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

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

Most programs of California Baptist University’s unit have consistent internal assessment systems for continuous improvement. Additionally, the university as a whole has a consistent, systematic plan for assessing program learning outcomes. However, at the unit-level, there is inconsistent inclusion of all key stakeholders in data analysis and the continuous improvement process at the Credential Cluster meetings.

Most education programs within the unit consistently assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.

However, there is inconsistent evidence that all programs do this consistently and evidence that some programs are regularly excluded from unit-level discussions on data and the program improvement process.

All programs regularly and systematically collect, analyze, and use candidate and program completion data to make decisions regarding continuous improvement. However, there is inconsistent evidence that all programs, as well as the unit, include all key stakeholders.

All programs consistently practice the continuous improvement process by including multiple sources of data, such as data around candidate preparation for professional practice and feedback from key stakeholders.

Rationale for the Finding

Interviews with stakeholders indicated that all programs are not equally involved in the unit’s continuous improvement process. There is not a regular and systematic plan for assessment and analysis of data across all programs.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard

California Baptist University’s candidates consistently know and demonstrate knowledge and skills necessary to effectively educate and support all students in meeting state-adopted academic standards prior to recommendation for their credentials. CBU candidates are prepared to meet the needs of all students with diverse needs. Partners, professors, administrators, credential analysts, advisors, and assessment data confirm that candidates meet the Commission-adopted competency requirements, as specified in the program standards, prior to being recommended for the appropriate certification and serving in California public schools.

California Baptist University’s credential candidates are having a positive impact within their immediate and extended community of California P-12 schools and educational support programs. California Baptist University’s education unit, its programs, and partners consistently described having a positive impact on candidate learning and competence, as well as on

teaching and learning in California schools. Partners consistently expressed appreciation for the quality of teacher preparation, character, and initiative of the CBU candidates as they came to their school districts as student teachers, participants in practicums or externships, interns, and as regular employees.

Employers consistently stated that they seek CBU candidates for their quality preparation. Additionally, interviews with CBU employees and partners described program impact, not only within traditional school settings, but also within special programs, such as the Indian Sherman High School, a local boarding school; the annual Teacher Fair; the nationwide America Reads program; and CBU's summer program for Hearing Impaired.

INSTITUTION SUMMARY

The CBU School of Education exhibits many strengths in its organization and provides a strong system of support for its candidates. University leadership provides oversight and guidance to the SOE, and the SOE leadership maintains an environment of collegiality and support within the SOE. The SOE is reflective in their practice and seeks to improve instruction for both their candidates and for the students whom they serve.

A hallmark of the SOE is its profound impact on the community surrounding CBU. External stakeholders reported over and over again their desire to "hire CBU candidates first", as these candidates have the cultural competence and skill set to well serve all students.

The Multiple/Single Subject and Speech Language Pathology programs are recommended for accreditation with no concerns.

The Education Specialist programs, as well as the Pupil Personnel Services, School Psychology and Pupil Personnel Services, School Counseling programs will benefit from specific attention to field placements and those standards that were met with concerns.

In addition, the systems enacted to address those Common Standards that were met with concerns will be of benefit to all programs.