Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Azusa Pacific University

April 2015
Overview of this Report

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

Common (NCATE Unit) Standards and Program Standard Decisions
For all Programs offered by the Institution

	Initial	Advanced
1) Candidate Knowledge, Skills, and Professional Dispositions	**Met**	**Met**
2) Assessment System and Unit Evaluation	**Met**	**Met**
3) Field Experiences and Clinical Practice	**Met**	**Met**
4) Diversity	**Met**	**Met**
5) Faculty Qualifications, Performance, and Development	**Met**	**Met**
6) Unit Governance and Resources	**Met**	**Met**
CTC Common Standard 1.1 Credential Recommendation Process	**Met**	
CTC Common Standard 6: Advice and Assistance	**Met**	

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19		
Single Subject, with Internship	19	19		
General Education (MS/SS) Clear Credential	6	6		
General Education Induction	6	6		
Education Specialist: MM, with Internship	22	22		
Education Specialist: MS, with Internship	24	24		
Education Specialist: Clear Induction	7	7		

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Added Authorization: Autism Spectrum Disorder	3	3		
Added Authorization: Resource Specialist	6	6		
Added Authorization Emotionally Disturbed--Withdrawing	3	3		
Added Authorization: Adapted Physical Education	4	4		
California Teachers of English Learners (CTEL)	10			10
Preliminary Administrative Services	15	15		
Clear Administrative Services	9	9		
Pupil Personnel Services: School Counseling	32	32		
Pupil Personnel Services: School Psychology	27	27		
Teacher Librarian	11	11		
School Nurse	9	9		

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

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

Institution: **Azusa Pacific University**

Dates of Visit: **March 29, 2015 – March 31, 2015**

Accreditation Team
Recommendation: **Accreditation**

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

NCATE/Common Standards—
The decision of the entire team regarding the six NCATE standards is that all standards are *Met*. The decision of the team regarding the parts of California's two Common Standards that are required of NCATE accredited institutions is that both standards are *Met*.

Program Standards –
Discussion of findings and appropriate input by individual team members and by the total team membership was provided for Azusa Pacific University. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The Commission on Teacher Credentialing (CTC) team found that all standards are **Met** in all programs except for the California Teachers of English Learners (CTEL) program where the standards were found to be *Not Met*.

Overall Recommendation –
The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met** and that the vast majority of program standards are **Met** the team unanimously recommends a decision of *Accreditation.*

The team recommends that Azusa Pacific University notify the Commission on Teacher Credentialing by July 1, 2015 if it will close the California Teachers of English Learners (CTEL) program or not. If the decision is to not close the CTEL program, the team recommends that Azusa Pacific University host a focused site visit in fall 2015 for a full review of the CTEL program.

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

Teaching Credentials	**Advanced/Service Credentials**
Multiple Subject	Multiple Subject
Preliminary Multiple Subject	Clear Multiple Subject
Internship	
Single Subject	Single Subject
Preliminary Single Subject	Clear Single Subject
Internship	
Education Specialist Credentials	Education Specialist Credentials
<u>Preliminary</u>	<u>Clear</u>
Mild/Moderate Disabilities	Mild/Moderate Disabilities
Moderate/Severe Disabilities	Moderate/Severe Disabilities
Internship	
Added Authorizations:	Administrative Services
Adapted Physical Education (APE)	Preliminary
Autism Spectrum Disorders (ASD)	Professional Clear
Emotional Disturbance (ED)-Withdrawing	
Resource Specialist (RSP)	Pupil Personnel Services
	School Counseling
California Teachers of English Learners (CTEL)	School Psychology
	School Nurse Services
	Teacher Librarian Services

Staff recommends that:

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

- Azusa Pacific University be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Azusa Pacific University continues 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

California Co-Chair:	**Bonnie Pettersen** Cal Poly San Luis Obispo, retired
NCATE Co-Chair:	**Carol Ryan** Northern Kentucky University
NCATE/Common Standards Cluster:	**Marilyn Draheim** University of the Pacific
	Steve Turley CSU Long Beach, retired
	Ronald Bork Concordia University, Nebraska
	Judith Hayn University of Arkansas at Little Rock
Teaching Programs Cluster:	**Marianne D'Emidio-Caston** Antioch University
	Linda Smetana CSU East Bay
Services Programs Cluster:	**Carol Ann Franklin** University of Redlands
	Jacky Bloom San Jose State University
Staff to the Visit:	Teri Clark –Director Sarah Solari-Colombini –Consultant

Documents Reviewed

University Catalog	Schedule of Classes
Common Standards Report	Field Experience Notebooks
Course Syllabi	Advisement Documents
Candidate Files	Faculty Vitae
Fieldwork Handbooks	College Annual Report
Follow-up Survey Results	College Budget Plan
Needs Analysis Results	TPA Data
Program Assessment Feedback	Taskstream
Biennial Report Feedback	

Interviews Conducted

Stakeholders	Common Standards	Program Sampling	TOTAL
Candidates	22	39	61
Completers	7	17	24
Interns	3	1	4
Employers	7	1	8
Institutional Administration	15	21	36
Program Coordinators	36	11	47
Faculty	14	26	40
Adjunct Faculty	3	5	8
CalTPA Coordinator	0	1	1
Advisors	0	15	15
Field Supervisors – Program	0	4	4
Field Supervisors - District	5	3	8
Credential Analysts and Staff	0	24	24
Advisory Board Members	2	2	4
Other	3	6	9
TOTAL	**117**	**176**	**293**

Note: In some cases, individuals may have been interviewed more than once (e.g., faculty) if they serve in multiple roles.

The Visit

The Azusa Pacific University site visit was held on the campus in Azusa, California from March 29-31, 2015. This was a joint National Council for Accreditation of Teacher Education (NCATE)/Commission on Teacher Credentialing (CTC) accreditation visit, utilizing the Continuous Improvement model for NCATE. The site visit team consisted of two co-chairs, one working with the NCATE team and one working with the CTC team, two California Board of Institutional Reviewers (BIR) members who served on the NCATE team reviewing the NCATE Unit Standards (Common Standards), and, because of the size and number of programs and pathways, four Program Standards members. Two Commission consultants accompanied the visit. The NCATE and CTC teams met jointly on Sunday, March 29, 2015 at 12:00pm. The NCATE and CTC chairs began with introductions, reviewed confidentiality agreements, and discussed initial findings. The team travelled to the university to participate in interviews with constituents and to participate in a gallery walk/poster session. Interviews continued throughout Monday, March 30, 2015. A mid-visit report was completed late Monday afternoon. On Monday evening, the full team met to discuss findings and make decisions on standards. The exit report was conducted at 11:30 a.m. on Tuesday, March 31, 2015.

APU Candidate and Completer totals

Programs	Completers (2013-14)	Candidates (2013-14)
Preliminary Multiple Subject	62	92
Preliminary Single Subject	65	140
Gen Education (MS/SS) Clear Credential	0	0
Gen Education (MS/SS) Induction	63	95
Education Specialist MM	91	245
Education Specialist MS	40	121
Added Authorization in Special Education- Autism Spectrum Disorders (ASD)	42	57
Added Authorization in Special Education- Resource Specialist	6	7
Added Authorization in Special Education-Emotionally Disturbed—Withdrawing the program	0	0
Added Authorization Adapted Physical Education	12	19
Clear Education Specialist Induction	142	59
California Teachers of English Learners (CTEL)	10	13
Preliminary Administrative Services	76	161
Clear Administrative Services	5	10
PPS-School Counseling	70	193
PPS-School Psychology	17	64
Teacher Librarian	9	28
School Nurse	4	18

I.   Introduction

I.1 Brief overview of the institution and the unit

Azusa Pacific University is a comprehensive, evangelical Christian university, located in Azusa, California, 26 miles northeast of Los Angeles in the San Gabriel Valley. The Azusa Pacific main campus consists of an East Campus and a West Campus. Situated on the 52-acre East Campus are the University administrative facilities, College of Music & the Arts, College of Liberal Arts & Sciences, School of Business & Management, the Marshburn Library, classrooms, student center, gymnasium, residence halls, and student apartments. The 53-acre West Campus houses a new state-of-the-art science building, the Schools of Behavioral & Applied Sciences, Education, and Nursing, the APU Seminary, Hugh & Hazel Darling and James L. Stamps Theological Libraries, and the 3,500-seat Richard and Vivian Felix Event Center, as well as numerous classrooms and faculty offices. In addition, APU has 6 regional centers – in owned or leased facilities in downtown Los Angeles, San Bernardino, Victorville, Murrieta, Orange, and San Diego. In addition, many of the programs are offered in a hybrid model and a few programs

are only offered online. In the past three years, university graduate and undergraduate enrollment has steadily risen with undergraduate enrollment rising from 5,998 in 2011 to 6,543 in 2013, and graduate enrollment from 3,931 in 2011 to 4,212 in 2013.

All School of Education programs are accredited by the Western Association of Schools and Colleges (WASC). The School Psychology program is also accredited by the National Association of School Psychology (NASP).

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?
The state partnership provides for a joint visit. A team from the California Commission on Teacher Credentialing (CTC) worked alongside the Board of Examiners (BOE) team to complete program-level reviews. Two of the five BOE team members were state team members. The CTC (state) team chair coordinated all activities with the chair of the BOE team, both before and during the onsite visit. There were no deviations from the state protocol for the visit.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).
The University offers programs in Azusa and at six regional centers located throughout Southern California, including the High Desert, Inland Empire, Los Angeles, Murrieta, Orange County, and San Diego; Ventura Regional Center has closed and concluded the teach out. These centers accommodate students who desire a quality undergraduate and graduate education but are unable to attend APU's Azusa campus. Candidates can complete their entire program at one of these Centers. Each regional center is supervised by a Director who reports to the University's Executive Director of Regional Centers & Professional Enrollment.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.
There were no unusual circumstances during the visit.

II.   Conceptual Framework
The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.
Azusa Pacific is a Christian university with a focus on cultivating professionals, in the context of Christian values and principles, who are committed to making a difference in the world. The four University Cornerstones are Christ, Scholarship, Community, and Service. The APU Mission

Statement and Four Cornerstones provide an overarching belief system which encapsulates the University's philosophy, purposes, professional commitments, and dispositions. The philosophies and purposes are inherent in the rich and diverse experiences and scholarship of the faculty, reflecting the diversity of the SOE candidates who represent many academic areas and educational backgrounds.

This expectation is expressed in the School Of Education (SOE) Conceptual Framework of preparing ethical (E), responsive (R) and informed (I) candidates who are professional educators and leaders. The SOE knowledge base and research are directly tied to the conceptual framework. The framework articulates consistent and clearly-framed candidate outcomes that demonstrate the preparation of educators and linked to the program standards.

NCATE STANDARDS/CTC COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Azusa Pacific University (APU) offers programs at the certificate, credential, masters, and doctoral levels. The offsite report listed five areas of concern regarding Standard 1 that were addressed in the Institutional Review (IR) Addendum, electronic exhibits, and other supporting documents, and reviewed during the onsite visit through interviews with candidates, faculty, and school partners. First, APU confirmed that there are 26 preparation programs in the unit as listed in Exhibit A.1.2.a.1. Included in the NCATE review are 17 programs: (a) four initial teacher preparation programs leading to a preliminary credential; (b) four other school personnel programs leading to a credential and a master's degree; and (c) nine advanced degree programs leading to a doctoral degree or master's degree, either stand-alone or in combination with a credential. Nine additional preparation programs at the advanced teacher level are considered endorsements and therefore not under NCATE review; these programs are addressed under the state review.

Next, in Tables A.1.2.a.2-27, APU provided a separate report for each program addressing the other four areas of concern: description of assessments, results of these assessments, number of candidates, and evidence that candidates have met standards. These program reports included a description of each assessment, links to syllabi and rubrics for that assessment, a summary of results and recommendations, and data tables with substantiating evidence. Tables presented number of years of data collected and number of candidates assessed, and included either aggregated data across all candidates, or disaggregated by type of candidate (e.g.,

traditional or intern), year, and/or regional centers. Data collection was for three years, unless otherwise noted in the report.

The four initial preparation programs include Multiple Subject (MS), Single Subject (SS), Education Specialist Mild/Moderate (M/M), and Education Specialist Moderate/Severe (M/S). Candidates know the content of their teaching fields and can explain important concepts in state and professional standards. Candidates in the MS, M/M, and M/S programs are required to take the California Subject Exam for Teachers (CSET) Multiple Subject Exam, while candidates in the Single Subject (SS) program have the option of the CSET Single Subject Exam or completion of a state-approved subject matter program. All candidates must pass the content requirement before entering Transition 2: Clinical Practice. Based on these results, candidates are well prepared to teach in their fields.

Candidates also understand content and content-specific instruction to facilitate student learning. For pedagogical content knowledge, Multiple Subject (MS) and Single Subject (SS) candidates are assessed by the California Teaching Performance Assessment (Cal TPA) Task 1: Subject Specific Pedagogy, while M/M candidates complete a case study using a reading inventory, and M/S candidates complete a research project and presentation on instructional approaches. Results of these assessments show the candidates' mastery of this element.

In addition, candidates have and can apply pedagogical knowledge and skills to help students succeed. In the MS and SS programs, candidates are assessed through case studies with English Learners (EL) and other student populations, and results show that they understand instructional approaches and elements of the school, family, and community to help students succeed. Candidates in the M/M and M/S programs take the Reading Instruction Competence Assessment (RICA), and results have shown a low passing rate that the unit is addressing. Other assessments for this element such as case studies and instructional plans provide evidence that these candidates have the necessary knowledge and skills.

Candidates focus on student learning by assessing and analyzing student progress and making appropriate adjustments to instruction as needed. MS and SS candidates complete the Cal TPA Task 3: Assessing Learning as evidence of this element, while M/M and M/S candidates complete assessment projects that include IEP development and lesson plans. Results of these assessments show that they are successful in facilitating student learning.

The unit implemented a unit-wide dispositions assessment two years ago that focuses on ethical, responsive, and informed educators. Prior to that time, programs assessed similar dispositions on program-specific instruments. On both instruments, candidates have shown that they understand and uphold the ideal of fairness and the belief that all students can learn as seen on self-assessments as well as assessments completed by university faculty and school partners.

There are four advanced degree programs aligned with the advanced preparation of teachers: Master of Arts (MA) Educational Technology, MA Ed Teaching (combined with MS or SS credential), MA Special Education (stand-alone), and MA Ed Special Education (combined with M/M or M/S credential). Assessments in these programs show that candidates have knowledge of their content, can successfully design and implement pedagogy, and focus on student learning and family support. For example, Educational Technology uses a technology plan for specific contexts, while Teaching requires a capstone project and action plan. The two Special Education programs also focus on a capstone project that brings together knowledge and skills in their areas. Disposition assessments of these candidates show that they are ethical, responsive, and informed educators and are committed to their professions. Disposition data collected included three years for Educational Technology, Teaching, and the combined Special Education, and one year for the stand-alone Special Education.

There are four programs for other school personnel that combine a credential with a master's degree. These include the MA Educational Leadership/Preliminary Administrative Services Credential, Education Specialist & Master of Arts in Education (MAEd): School Psychology/School Psychology Pupil Personnel Services (PPS) Credential, MAEd Educational Counseling/School Counseling PPS Credential, and MAEd School Librarianship/Teacher Library Services Credential.

Candidates in these programs show a strong understanding of the knowledge expected in their fields, including educational standards, student and families, current research and use of data, and use of technology for teaching and learning. In addition, they are able to create positive environments for student learning based on this understanding. Candidates in the Educational Leadership program complete assessments, such as a program evaluation, case studies, and research reports, which show their knowledge and skills as beginning administrators. In addition, candidates show their positive dispositions as ethical, responsive, and informed educators.

Two programs in School Psychology and School Counseling combine a master's and a Pupil Personnel Services Credential (PPS). Along with its alignment to state standards, the School Psychology program is recognized by the National Association of School Psychologists (NASP). Candidates in these programs show strengths in knowledge and skills in their fields. School psychology candidates successfully complete the Praxis II exam (with an average pass rate of 96% over four years), along with multicultural and bilingual assessments, and psycho-educational assessments in intervention and technology. Disposition assessment data show strong positive beliefs by committed educators in the field. Candidates in the School Counseling program successfully complete assessments such as a research project, in-service presentation, and portfolio using technology, providing evidence of their knowledge and skills. Based on two years of data, their dispositions also show a strong positive commitment to their profession.

The fourth program combines a master's in School Librarianship with a Teacher Librarian Services Credential. This program is housed in the Department of Library and Information Studies in the University Libraries, working collaboratively with the School of Education to offer the program. Results of assessments such as an annotated bibliography and webliography, partnership research study, and multimedia presentation provide evidence that these candidates are meeting standards. In addition, they complete a faith integration essay that includes dispositions, reflecting the strong ethics of teacher librarians.

Five advanced degree programs are linked to the elements for other school personnel: Doctorate in Education (Ed.D) in Educational Leadership; MA Ed Gifted and Talented (combined with MS or SS credential); MA Digital Teaching and Learning (combined with MS, SS, M/M, or M/S credential); Master of Science (MS) Physical Education; and MA Physical Education (combined with SS credential). Candidates in these programs demonstrate knowledge and skills relevant to their fields, including professional standards, students and families, current research and data use, and use of technology. The Educational Leadership program assesses candidates on measures such as case studies, data analysis projects, and standards-based units that demonstrate their mastery of these skills. The Gifted and Talented program and Digital Teaching and Learning program extend the foundation coursework in the credential to in-depth study of their respective fields with assessments such as case studies, curriculum units, and final capstones. The Physical Education programs complete research projects, management plans, and curriculum design projects. Dispositions are assessed in these programs and show that these candidates are positive and committed professionals. Disposition data collected include three years for all programs, except one year for the MS Physical Education and two years for the Ed.D program.

In addition to these key assessments, interviews with candidates, faculty, and P-12 teachers and administrators provided strong support that candidates are well prepared as beginning teachers and other professionals. Candidates cited strengths in the programs that allowed them to grow professionally, and they felt confident to practice in their new roles, particularly with diverse groups of learners. Faculty saw the candidates as proficient in knowledge, skills, and dispositions that support student success, while classroom teachers and administrators believed the candidates were able to apply what they learned and practiced in real classroom and school contexts.

Continuous Improvement
The unit has developed and implemented an assessment system that provides data on candidate proficiencies in its teacher preparation and other school personnel programs. Faculty members are actively engaged in the data collection and data analysis process and use these data for program review and modifications. As seen in the program reports, assessments are thoughtfully developed or applied, and trends are noted over time, leading to changes as needed. As noted in the IR, trends have included more emphases on areas such as diversity, technology, and assessment, and the unit has seen the results as candidates demonstrate growing mastery in these areas. School personnel have input into the programs, and their

feedback has helped make important modifications in field experience and clinical practice. Based on program reports and interviews with candidates, faculty, administrators, and school partners, the unit engages in continuous improvement that successfully addresses the growth of candidates for their professional roles.

Standard 1-   **Initial Programs**   **Met**
                 Advanced programs   **Met**

California Team Decision   **Met**

Standard 2: *Assessment System and Unit Evaluation*
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Overall Findings
The School of Education's Unit Assessment System (UAS) collects and analyzes candidate data in Initial and Advanced Credentials and Advanced Degree programs. Other programs such as certificates, Clear credentials, and added authorizations were not under NCATE review. Exhibit A.2.5.1.a, Unit Data System, summarizes the unit's assessment processes. The Office of Credentials and Student Placements compiles data concerning qualifications, candidate and graduate performance, and unit operations across the main campus and all Regional Centers to evaluate and improve the performance of candidates, the unit, and its programs at the initial and advanced levels.

Taskstream is the repository for data collection on six key assessments that include knowledge; students; families; data and research; technology; dispositions; and field work. PeopleSoft is the electronic storehouse for candidate information and performance data, including state credentialing requirements. Taskstream has been available on campus since 2004, but was under-utilized until after 2011-12. All key assessments from each program are requirements to be entered into Taskstream beginning 2013-14; therefore, two full years of data are available through the UAS. The Addendum provided in Exhibit A.1.2.a.1 a lists the key assessments for each program. The data can be disaggregated for candidates by center, by program, and by platform. The Director of the Office of Credentials and Student Placements stated that in comparison with what the unit had in place in 2012, the current use of Taskstream is a huge evidence of continuous improvement.

The four Initial license programs include preliminary Multiple Subject and Single Subject credentials, Preliminary Education Specialist Mild/Moderate Disabilities, and Preliminary Educational Specialist Moderate/Severe Disabilities. These programs are offered at Azusa and six Regional Centers, which include High Desert, Inland Empire, Los Angeles, Murrieta, Orange County, and San Diego. (Note: there was a teachout at the Ventura Center which is now closed

and no programs have been offered face-to-face in Los Angeles in 2014-2015, with approval for the unit to no longer offer programs there in the future).

Advanced teacher preparation programs offer master's degrees in Educational Technology, Special Education, Physical Education, Gifted and Talented Education, Special Education combination, Digital Teaching and Learning, and Physical Education, plus an Ed.D. Additional school personnel programs offer masters degrees and/or credentials in Educational Leadership, School Psychology, Educational Counseling/School Counseling, and School Librarianship, and School Nurse Services. The Ed.S. is available for School Psychology.

Since all programs and all faculty now utilize Taskstream, assessments and decision-making based on assessment data have become more systematic. Three years of data are available for nearly all programs, but not necessarily in Taskstream; data was sporadically collected in different locales until the system was implemented across programs. In particular, dispositions data were collected for two years under the new Taskstream system process. Some programs could not provide additional data from older collection sources. Exhibits for each program were provided that illustrate collection of data; each task includes the assessment tool, the syllabus in the course where it is implemented, and the rubric aligned to standards. After the artifact is uploaded, program coordinators or directors then analyze the outcomes in a Summary of Findings along with Recommendations. The Office of Credentials and Student Placements provides reports for key assessments and makes the data available to programs for improvement and/or change.

Using Taskstream in conjunction with the Sakai course delivery program facilitates the distribution of assessment data to candidates. All courses in the unit have Sakai access, allowing candidates to retrieve information related to course performance. Assessment data in Taskstream are available to candidates as they are scored. Candidates have a dashboard in Taskstream where information about their performance related to standards is posted; Exhibit A.2.5.5.a, Student Dashboard Sample, provides an example.

The Associate Dean for Accreditation revealed that the processes for creating key assessments by program were research-based and developed through the Accountability, Assessment, and Accreditation Committee, which monitored the procedures for implementing the UAS. Interviews with program directors and coordinators assure that assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs. Monthly faculty meetings occur by program where evidence is analyzed, and recommendations for change and/or improvement are finalized.

The Associate Dean for Academic Affairs maintains the database involving candidate issues and complaints. If candidates do not find an acceptable solution after contacting the instructor or department chair, the Dean's Office is the next step. Most problems are resolved within the unit, rather than moving forward through the campus academic grievance system.

Continuous Improvement

The onsite visit revealed several examples of using data for continuous program improvement. During interviews with Program Directors and Advisors, the School Psychology program reported on their experience with a Graduate Research Project that occurs during the Capstone experience. After analyzing outcome expectations, the faculty agreed that the assessment needed to be introduced earlier in the program so that candidates could be mentored through the process. Portions of the task are now offered in three different sequential courses.

When assessment of candidate learning appeared to be a weakness in Multiple and Single Subject initial credentialing programs, the faculty team analyzed student data to identify the problem and suggest strategies and activities to embed in coursework earlier in the program sequence. The TPA Coordinator also referred to this improvement in the program and cited the changes in the Curriculum and Assessment course.

Another instance concerned the M.S. in Physical Education program which offers a totally online format and also one that is entirely face-to-face. The faculty members are collecting data about the efficacy of each program in order to effectively deliver instruction in both platforms. Again, in response to data analysis, School Counseling is adding a clinical option with more units of instruction. Assessment data are driving decision-making and are ongoing and continuous.

AFI

The institution is not regularly and/or systematically collecting, aggregating, and summarizing dispositions' assessment data.

Rationale

The unit does not have three years of data for dispositions for the following programs: M.S. in Physical Education and Ed.D. Educational Leadership. According to the *Guide for Completing NCATE COE Reports (Revised May 2013),* at the onsite visit, there should be three years of data for continuing accreditation. The institution does not meet this minimum requirement for all programs. Therefore, according to the Guide this must be cited as an AFI in Standard 2.

Strength

Since the addition of an Office of Credentials and Student Placements, the Taskstream initiative provides clear and consistent data for program analysis through key assessments. Templates have been implemented in Taskstream to identify the assessments by program; one is for Initial and Advanced credential programs, and one is for other school professionals. The system is accessible for both candidates and faculty. Data-driven initiatives grow out of the Unit Assessment System, and additional continuous improvement is on the horizon.

| **Standard 2-** | **Initial Programs** | **Met** |
| | **Advanced programs** | **Met** |

California Team Decision   **Met**

Standard 3: *Field Experiences and Clinical Practice*
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings

All credential programs – initial, advanced, other school personnel -- must be accredited by the state. Candidates must meet state and institutional standards for credential recommendation (and national professional accrediting agency [NASP] standards in the case of School Psychology) that include guidelines for field experiences and clinical practice.

Descriptive examples of field experience -- associated with course work prior to advancement to the culminating field experience -- and clinical practice -- the culminating field experience of student teaching, internship, etc. -- are delineated in the IR Standard 3 narrative and supported by appropriate Exhibits. Additional information provided in the Addendum and corroborative evidence from onsite interviews indicate comprehensive and consistent practice across all unit programs (initial, advanced, other school personnel) and across the three delivery modes (main campus, regional centers, online).

Through its Azusa campus, six regional centers, and online delivery, APU's service area covers the entire Southern California area from Santa Barbara in the north to the Mexican border in the south, and from the coast inland to the Arizona border. In this large geographical region APU collaborates with approximately 200 public school districts, charter schools, and private schools to place candidates in initial, advanced, and other school personnel programs for field experiences and clinical practice.

APU has acted in recent years to better coordinate field experience across unit programs. In 2012 the Office of Credentials and Student Placements was formed to provide greater coherence in clinical practice placements in initial teacher preparation programs at the Azusa campus and all regional centers. The Office of Credentials and Student Placements is responsible for processing applications and clearing candidates in the initial preparation programs for student teaching. Another recently established faculty position, the Clinical Placement Coordinator, works directly with district Human Resources departments and site administrators to determine candidate placements. Advanced programs interface directly with sites for clinical placements. The Educational Leadership program coordinator fulfills this role for those masters and credential programs. The Fieldwork and Internship Coordinator for the Department of School Counseling and School Psychology collaborates with faculty to support candidates through the process of applying to participate in Clinical Practice (called Fieldwork or Internship in these programs). The use of Taskstream as a course assessment tool has made possible the collection of data on candidate performance in fieldwork and its use for program improvement purposes.

Field experiences and clinical practice are designed, implemented and evaluated, consistent with state and professional guidelines. This has been achieved through the collaborative efforts of credential program directors, course instructors, master teachers, site and district administrators, the student placements team, credential analysts, and university mentors. The integration of field experiences and clinical practice with academic course work provides candidates with opportunities to apply formal knowledge to practical application throughout their professional preparation programs. Candidates are supported and assessed in field experiences and clinical practice by site-based master teachers and by program-based university mentors. The general pattern for programs is a semester of course work that includes field experiences related to course content and course assignments, followed by a semester of clinical practice that includes assignments as well as practice teaching or practice in an advanced preparation program.

Multiple Subject, Single Subject, and Education Specialist candidates typically spend 18 weeks in student teaching. They spend 60 hours in pre-student teacher field experience hours. Candidates locate their pre-clinical field experience sites from an approved list of school districts that have established collaborative program ties. Districts are formally linked to the School of Education through Memorandums of Understanding (MOUs). The MOU process has recently been streamlined so that a single MOU with a district covers all unit programs. Criteria for inclusion as a field site include: diversity at the site, the site mentor is prepared to work with candidates, candidates are able to fulfill their program assignments at the site, and there is assessment of the candidates.

School Counseling candidates complete 110 hours of field experience and 600 hours of clinical practice. School Psychology candidates engage in 460 hours of field experience and 1200 hours of clinical practice. Adapted Physical Education Added Authorization candidates complete 90 hours of field experience. During clinical practice, candidates participate in the full range of school activities, including department meetings, open house/back-to-school, parent conferences, in-services, as they occur during the semester.

Multiple assessments measure candidate performance in field experiences and clinical practice. Several groups of data are reported in the Multiple Subject program for mentor, master teacher, and administrator assessment of candidate ability on several dimensions, including ability to "organize curriculum to facilitate students' understanding of the subject matter," ability to "use knowledge of students to engage them in learning," ability to "utilize instructional strategies, resources, and technology to meet students' diverse needs," ability to "promote social development and responsibility within a caring community where each student is treated fairly and respectfully," and ability to "employ classroom routines, procedures, norms, and support to ensure a climate in which all students can learn." Similar data are reported for the Single Subject program. All of the data reported for both programs show mean scores of 3.6 or higher on a 4-point scale. Data linked to program outcomes are also reported for the advanced programs in Educational Leadership, School Counseling, and School Psychology. All data reported show mean scores of 2.87 or higher on a 4-point scale. A particularly strong example of a candidate performance assessment is the Advanced Case Study project in School Psychology for which the candidate determines and analyzes the effect size of

a research-based student intervention at the school site (data from 2012-2014 are reported). Technology is used as a program administrative tool, as a learning tool for candidates, and as a teaching tool for candidates. All programs utilize Sakai for course work, e.g., dissemination of syllabi and course information, threaded discussions, submission and grading of work, assessment and evaluation, etc. The implementation of Taskstream as a course assessment tool enables APU to aggregate data at the unit level for a variety of uses, including reporting to the unit Advisory Board and the Superintendents' Collaborative.

The IR describes program collaboration with the P-12 community (particularly in Educational Leadership) and program requirements and experiences (e.g., field work and clinical practice hours, clinical practice relationships, specific fieldwork activities, supervisory practice), diversity in partner school districts, mentors and master teachers, and the use of technology as a program administrative tool and as a skill area for candidates to master.

The Educational Leadership program maintains collaborative links with P-12 partners via faculty participation in state administrator associations (Association of California School Administrators (ACSA) and California Association of Professors of Education Administration (CAPEA)) as well as locally in the San Bernardino County Superintendent of Schools Alliance for Education. In addition, current and former administrators (superintendents, assistant superintendents, principals) serve as adjunct program faculty. Additional examples of collaboration that impact field experiences and clinical practice are: (1) APU participation in Beginning Teacher Support and Assessment (BTSA) regional consortia (Orange County, San Bernardino County, San Gabriel Valley); (2) a Professional Development School partnership with Hodge Elementary School (Azusa Unified School District) in which Multiple Subject program candidates complete all their course work, field experiences, and clinical practice at the school site; and (3) and the broadly based Superintendents' Collaborative, which has a membership of about 25 superintendents from surrounding school districts. This group convenes 4-6 times per year to engage in discussions about pressing issues in P-12 schooling and the preparation of professional educators. The Collaborative is a stellar example of how the unit reaches out to its P-12 partners to address issues of the day.

The recently created position of Clinical Placement Coordinator, whose primary role is to facilitate clinical practice placements and support collaboration with P-12 partners, is an example of how APU has enhanced its approach to field experiences and clinical practice. APU identified as a particular challenge to collaboration getting P-12 partners to participate in structured training that does not occur at school sites; this position is intended, in part, to help address that challenge.

3.2.a. Moving Toward Target

Descriptions of APU programs in the IR, the Addendum, and the Addendum Exhibits, corroborated by onsite interviews, indicate that APU is *moving toward target level* in five self-identified areas in initial and advanced programs:

1. The unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P–12 students.
2. Unit faculty members are actively engaged with the P-12 communities where candidates

do fieldwork and clinical practice in sharing expertise and supporting learning for both candidates and the P-12 students.

3. Collaboration with P-12 community directly impacts candidates' learning, fieldwork, and clinical practice experience.

4. Candidates in initial, advanced, and other school personnel programs use the field experience and clinical practice platform to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults.

5. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each other's practice.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
AND	*OR*	*AND*	*AND*
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.
	[BOE specifies which is present and which is not in their findings.]		

3.4 Recommendation.   **Standard 3 Met** (Moving Toward Target)

California Decision: **Met**

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Overall Findings

The unit described and demonstrated that it provides curriculum, field experiences, and assessment proficiencies to work effectively with diverse student populations. This finding is based on the documents provided for the off-site review and from the unit's addendum, additional documents, and interviews during the on-site review. Questions raised from the off-site review were addressed with the addendum narrative (IR addendum), the reorganization of information on selected data tables (e.g., exhibit A.4.4g; exhibit A.4.4.e; A.4.4.a.1) and findings from on-site interviews. As an example, the IR addendum, exhibits, and interviews clarified how faculty make decisions about candidates' dispositional knowledge. After the institutions' 2007 review, several faculty members organized a Diversity Standard team that organized a school-wide dispositions assessment. The committee constructed the assessment and pilot tested its use prior to implementing the instrument. Faculty collect information with the dispositions assessment at key transition points, and results are shared at the school and program level. Individual candidates can be identified if there were a need for intervention from a program director regarding a candidate's comments.

The unit provided evidence for initial preparation programs in relation to diversity in identifying signature assignments in classes, such as an Achievement Gap research project in EDUC 504 Teaching and Cultural Diversity. This project requires candidates to identify a Title I school, examine test scores from student populations in order to compare test results by ethnicity, and to interview administrators and teachers on strategies they are undertaking to close the achievement gap (IR addendum; exhibit A.4.4.a.3). Candidates complete a signature assignment of a case study in TESP 555/556 that requires them to work with English learners one-on-one and to administer language related assessments during an eight-week period (IR addendum; Exhibit A.4.4.a.4). Candidates also research demographic information about school sites for early field and clinical experiences. The California TPA requires candidates to complete tasks successfully in subject specific pedagogy, designing instruction in order to demonstrate skills to modify instruction, develop assessments, and make adaptations for all students. Candidates must include accommodations for students with exceptional needs and adaptations for English learners to support language and literacy development. Faculty mentioned that diversity topics are presented in masters and doctoral courses, and candidates can examine areas of interest related to diversity in their research.

The faculty and administrators for the university talked about a university commitment to cultivating diversity in faculty recruitment, faculty development, and resources and seminars. The unit describes itself as being intentional in advertising positions in more than 11 professional organizations and national journals, and unit leaders engage in focused recruitment of diverse faculty at professional conferences (IR addendum). The university is a leader in organizing a faith-based conference on Diversity in the Academy. The university has progressed through stages to become a Hispanic Serving Institute. Retention of faculty is supported with peer to peer coaching and the development of an ambassadors group of faculty who support colleagues and are active in diversity initiatives on campus or at the school.

4.2.6 Continuous Improvement
The on-site visit revealed that the School has focused on diversity with attention to continuous improvement. Examples include the work of faculty members on a Standard 4 Diversity Committee who mentioned such improvements in diversity as: the development of a unit-wide dispositions assessment (addendum; exhibit A.4.5.a), the use of an Achievement Gap Project in initial credential programs; and embedding diversity topics in all courses in the doctoral program. The unit-wide research-based dispositions survey was first developed and piloted, and the current instrument is administered at key transition points in each program. This instrument is used instead of each department having its own instrument. Findings from the disposition assessment are shared with faculty and with program specific faculty on campus and regional centers. The Achievement Gap Project (Exhibit A. 4.4.a.3) requires candidates to research demographics and other information about a school of interest, to examine standardized testing results from student populations, and to interview faculty and administrators to learn about efforts to improve student achievement. Further, the university and the unit engage in intentional projects that cultivate attention to diversity in faculty recruitment and support for faculty of color in order to encourage retention. Efforts to support students include the organization of a graduate student affairs program and recruitment of staff who plan and implement services to support candidates' academically and personally on the Azusa campus and at regional centers.

4.2.b.i Strengths
Administrators and faculty are committed to preparing responsible educators who welcome all students from all backgrounds. There are several initiatives that illustrate attention to a university-wide mission to cultivate diversity.

Standard 4   **Met**

California Team Decision   **Met**

Standard 5: *Faculty Qualifications, Performance, and Development*
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they

also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

Documentation provided in the Institutional Review (IR) and in the Addendum along with interviews during the onsite visit verified the qualifications of the full-time and adjunct faculty at the institution. Documentation verified the assignment of workload based on length of the faculty contract (Faculty Workload Policy - Exhibit A.6.5.1) and individual negotiations with the Dean and the Chair. Interviews with faculty indicated that they are happy in their work at the institution and are committed to the mission and ministry of the institution.

Interviews and information gathered during the onsite visit confirmed that a significant move has been made toward streamlining the full-time and adjunct faculty and transitioning to more coursework being taught by full-time faculty. Adjunct positions over the past three years have decreased from around 250 to around 125. Full-time faculty members now teach two-thirds of coursework.

In interviews faculty members indicated a strong purposefulness in integrating diversity and faith into their courses. Examples shared indicated this is done with relative ease and conviction. Faith integration is part of the faculty orientation process as well as the evaluation process for contract renewal and for rank advancement. A director of Faith Integration assists faculty members and departments with faith integration application. Interviews also indicated a clear understanding of the APU Conceptual Framework as well as an understanding of Common Core and how best to implement the Common Core framework into educational coursework. Superintendents from area districts indicated that candidates are well versed in Common Core and often assist their P-12 teachers with integration and application of Core content.

A well-defined faculty scholarship and research process has been put in to place through the Office of Research and Grants (ORG). Guidelines for Faculty Funded Research units have been developed and faculty members have been surveyed concerning individual and collaborative research interests. The ORG is supported by an elected Faculty Research Council and an appointed Institutional Review Board. A series of professional development workshops on research was held in 2014-2015. Follow-up surveys were conducted and response was very positive. Funding is also available for conference presentations. Additional professional development opportunities are available through the Center for Teaching, Learning, and Assessment(CTLA) which has been in existence for three years and focuses on the teaching and learning process with faculty members and with departments. It has expanded its offerings and outreach to include content-specific assistance in the School of Education as well as across campus.

CTLA is also responsible for the data that is part of the Faculty Evaluation System. Traditional tenure is not a part of institution practice. Contracts are generally awarded on an annual basis

for the first three years followed by a 3-year contract and then an opportunity for a 5-year contract with successive 5-year renewals. Contract renewal includes a requirement of a faith integration reflection which aligns with the institutional mission and ministry.

Current and appropriate technology tools and resources are employed in the courses along with candidate access to online materials. Superintendents in area districts indicated that candidates often assist current P-12 teachers with technology integration. The Director of Innovative Teaching and Technology assists faculty members with the learning management system and with ways to integrate technology appropriately in their coursework.

5.2.b Continuous Improvement
The unit indicated five areas of continuous improvement in its Institutional Report. Progress in these five areas was verified during onsite interviews.

1) The number of adjunct faculty was dramatically reduced over the past three years from around two-thirds of the courses being taught by adjuncts to around one-third of the courses now being taught by adjuncts. Adjuncts were retained based on content knowledge, need for particular expertise, and evaluation data. Class size was also monitored which resulted in fewer sections of a course being taught as did course combining across preliminary programs.

2) The program review process was expanded to include greater input from program directors and faculty. Reviews now include meetings at program and department levels as part of the process.

3) Unit professional development opportunities have moved toward more unit-wide interaction and professional development. The Center for Teaching, Learning, and Assessment coordinates multiple professional development opportunities during the academic year as well as during the summer.

4) There is increased collaboration with P-12 partners through collaborative research, consulting, and professional development. The Advisory Board and Superintendents' Collaborative provides venues for the collaboration

5) The Superintendents' Collaborative was formed to provide greater communication with the leadership of local school districts. Regular meetings afford opportunities to discuss issues affecting districts and teacher preparation programs.

5.3.a What AFIs have been removed from the previous visit?

AFI Number & Text	Apply to	AFI Rationale
1. Collaboration of faculty and school partners is not systematic across all programs.	ADV	Collaboration has increased since the last visit. Unit faculty members are partnering with educational agencies in research, workshops, focused collaborative activities in technology and curriculum, as well as broader involvement in university-wide committees and task forces.

5.3.b What AFIs are continued from last visit?
No AFIs are continued from the last visit

5.3.c What new AFIs are recommended?
None

Standard 5   **Met**

California Team Decision   **Met**

Standard 6: *Unit Governance and Resources*
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The School of Education (SOE) is led by the dean, who is supported by three associate deans and three department chairs. Interviews with the dean and department chairs confirmed that faculty on the typical 11 month contract have 29 units of "work" they are accountable for during each academic year. The units are distributed among the areas of teaching, research, service, advising and other areas as negotiated with each department chair (Exhibit A.6.5.1: Faculty Workload Policy). Faculty have an average of 21 units allotted to teaching each year. Of the additional units typically no more than five can be assigned to the area of scholarship. The doctoral program faculty are the exception to the rule and have their own guidelines for workload. Faculty upload their annual goals in *Activity Insight* which are then reviewed and approved by their department chairs. In June, faculty meet with their department chairs to discuss and review the previous year and determine their goals for the upcoming year. Review of the faculty vita and onsite interviews with the dean and department chairs indicate increased scholarship production within the unit over the past several years. Azusa Pacific

University does not have a faculty tenure system, but instead offers one, three, and five year contracts. University policies state specific criteria and processes for faculty eligibility to apply for the longer contracts. Once a faculty member has earned the initial five year contract they are eligible to apply for additional five year contracts.

The current dean initiated a zero-based budget during her second year in the SOE. All budget lines were reduced to zero and built back to their current amounts line by line. Each department has autonomy of its own budget and department chairs are able to request additional funds from the dean based on evidence and data. Department chairs reported their budgets were sufficient for the needs of their faculty, staff, and programs. Interviews with the Dean, Provost, President, and Chief Financial Officer confirmed a budget deficit in the unit three years ago but a budget surplus this year. Comparison of budgets across units of the institution confirmed the SOE is receiving an equitable distribution of the total institutional budget (APU Budget Comparisons). Evidence of a robust budget includes funds for professional development; faculty are able to receive up to $1650 for travel to an international/national competitive conference and $700 for a regional conference during this academic year. In addition, the SOE has been approved to search for 10 new faculty positions during this academic year.

Interviews with APU faculty indicated the advising process was reorganized several years ago to be more centralized, increasing consistency of information communicated to students. Some faculty are selected to serve as advisors and as part of their work load. All candidates are assigned an advisor when they are accepted and meet with their advisor at that time. All regional centers are serviced by advisors who works closely with the candidates attending classes at the center.

There are sufficient support personnel available for faculty and administration in the unit; however sometimes positions are hard to fill and may remain open for several months. Academic support for all candidates, including graduate candidates, is available through the Writing Center and the Learning Enrichment Center. The unit has used Taskstream as its database system for candidate assessment extensively since 2013-14. The SOE offices and classrooms were all renovated over the past three years and included updates in technology, furniture, and design. Interviews with several faculty and candidates indicated the regional centers are also excellent facilities, with the latest technology available in the classrooms and offices, including the ability for two-way video conferencing.

Continuous Improvement
The addition and implementation of Taskstream as the candidate assessment system is an example of the unit's continuous improvement (Exhibit A.2.5.1.a: Unit Data System). All programs within the unit are now required to use Taskstream as their repository of candidate assessment data. It has taken several years to fully implement with challenges along the way. A demonstration of the system indicates it stores a tremendous amount of data for each program and allows the program administrators and faculty to easily aggregate and

disaggregate data for each program and student. A Director of the Office of Credentials and Student Placements was also hired to organize and direct the Taskstream system and provide support to faculty and candidates.

While student enrollment and operating budgets decreased over the past few years, the unit was able to hire faculty to fill several strategically important positions: Director of the Office of Credentials and Student Placements, an Associate Dean for External Partnerships, an Instructional Technology Coordinator, and a Clinical Placement Coordinator. In particular, a retired superintendent from the Azusa area was hired as the Associate Dean for External Partnerships. During his tenure with the SOE he has developed closer partnerships with many P-12 districts, as reported in interviews with current superintendents.   The superintendents stated the collaboration created with the new position has fostered closer and more collaborative relationships between APU and the P-12 schools, provided an avenue for co-planning professional development opportunities, and has encouraged more direct communication among the participants.

Implementing the zero based budget allowed the financial resources of the SOE to be allocated equitably across the unit. Once the department budgets were "right sized" the unit was better able to determine where and how to use its resources to support candidates and faculty while also growing its programs.

6.3.a What AFIs have been removed from the previous visit?

AFI Number & Text	Apply to	AFI Rationale
1. Faculty work loads are impacting unit faculty's ability to maintain a scholarly record.	ITP and ADV	After review of evidence in the IR and Addendum, and onsite interviews with administrators and faculty, there was sufficient evidence to state that faculty have increased their scholarship productivity and are able to balance it with their teaching loads. In addition, faculty serving as advisors have advising duties/responsibilities negotiated as part of their annual workload.

6.3.b What AFIs are continued from last visit?
No AFIs are continued from the last visit

6.3.c What new AFIs are recommended?
None

Standard 6   Met
California Team Decision   Met

CTC Common Standards requirements not reflected in NCATE Unit Standards

1.5 The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The Office of Credentials and Student Placements is responsible for the unit's credential recommendation process. A Credential Analyst reviews the admissions file to ensure the candidate has a bachelor's degree from a regionally accredited institution and a valid Certificate of Clearance or other CTC document that requires a background check. Additionally, the Credential Analyst reviews the admissions file for any relevant exam documents, base credentials, required experience, etc. and provides notes of any missing items for review by the Program Director or Regional Area Coordinator who will be conducting the admissions interview with the candidate. The Analysts are frequently in conversation with Program Directors and Regional Area Coordinators about individual candidate situations and questions. The Program Directors approve substitutions for program requirements in addition to monitoring and certifying that candidates have met the program requirements for a credential. At the time of program completion and after the program director gives approval, candidate files are transferred to the appropriate credential analyst for future review for completeness and processing credential applications.

6.1 Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development.

Written documentation and interviews with program administrators confirmed that the unit provides qualified advisers to assist candidates with their academic and professional development. Program directors at the Azusa campus and advisors at regional centers provide advisement. Additionally, the unit and the university has graduate enrollment personnel, student financial services, and graduate registrar personnel. The PeopleSoft data management for the university has a "degree audit" system that candidates can consult online. The university has support from graduate student affairs staff who oversee such academic support programs as a writing center that assists both undergraduate and graduate students on the Azusa campus and regional centers, and professional development programs for Education candidates, alumni, and area educators. There is a staff member in Education who provides professional development programs for candidates in areas such as Common Core knowledge, interview and resume development, and career development with interactions with school districts.

In the Department of School Counseling and School Psychology, all candidates are advised by their program director. In the Department of Educational Leadership, all administrative services credential candidates are advised by their program director.

During clinical practice, fieldwork or internship, the university mentors or site supervisors also play a significant role in providing advisement to candidates as their transition what they have learned in coursework to the P-12 setting. During program completion and exit, the credential analysts provide guidance to candidates in the process of applying for their California

Credential. University mentors, site supervisors, and credential analysts are trained to defer questions and issues beyond their scope of knowledge or authority to the program director.

6.2 Appropriate information is accessible to guide each candidate's attainment of all program requirements.
Interviews confirmed that candidates have access to program advisers on the Azusa campus and at regional centers. Professors are also able to provide program information to candidates. From the point of admission, a written program plan is developed and implemented to guide the candidates from start to finish in their program. Instructors hold individual, private conferences with candidates who display difficulty in meeting course expectations and program directors do so related to program expectations.

University mentors, site supervisors, master teachers, and district supervisors regularly observe fieldwork and clinical practice candidates. Written feedback is provided to candidates, and program competencies are formally addressed. Candidates actively participate in evaluation conferences for verification of strengths and deficiencies. Opportunities for corrective learning may include redoing coursework, repeating field experience or clinical practice, or remediating specific assignments.

6.3 The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.
Interviews conducted at the site visit with candidates and completers verified that candidates feel well supported throughout the program. The unit and university are served by an Office of Graduate and Professional Student Support Services which provides information and support to students and faculty.

Support and assistance are provided to candidates through a number of different university offices and centers.
- Graduate and Professional Student Support Services Office – This office exists as a resource focused on enhancing a sense of community and the student experience across all graduate programs at the University. In addition to facilitating a number of programs for candidate involvement, the office also identifies and communicates support services and manages the Graduate Student Standards of Conduct, Policies, and Procedures.
- Writing Center – This center coaches APU candidates to improve their own writing by employing a better writing process. The center provides support at the Azusa campus, at regional centers, and online.
- Learning Enrichment Center – The Center provides support to APU candidates through a variety of services and programs designed to promote academic success. Services include individualized and group tutoring, Supplemental Instruction Program (SI), candidate disability accommodations, and individualized study strategies to support candidates in their academic endeavors toward success.

- [University Counseling Center](#) – The Center exists to empower the candidates of APU to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services.
- [Office of the Chaplain](#) – SoulQuest is the spiritual care ministry of APU's graduate and professional candidates. SoulQuest conveys the importance APU places upon the life of every person in the graduate and professional programs, and their understanding that the journey toward growth and wholeness is a quest that integrates intellectual and spiritual dimensions in the transformation of the soul.
- [Student Financial Services](#) – SFS assists candidates in answering questions related to financial aid and student accounts.
- [Graduate Registrar](#) – The Office of the Graduate Registrar exists to assist candidates with class registration and ordering of transcripts, and to help candidates navigate academic policies as they earn their degree.

The unit retains only those candidates who are meeting program requirements and present strong promise in their chosen profession. When candidates are not performing at the expected level in coursework or in fieldwork or clinical practice, Program Directors will meet with these candidates and explore a set of options to provide support and remediation to help them succeed.

Standard Findings
California's Common Standards not addressed by the NCATE Standards are ***Met.***

Program Reports
Teaching Credential Programs

Preliminary Multiple Subject Credential, Multiple Subject Internship Credential, Single Subject Credential and Single Subject Intern Credential

APU currently supports 88 traditional Preliminary Multiple Subject and 137 Single Subject credential candidates at the Azusa campus and six Regional Centers: High Dessert, Inland Empire, Los Angeles, Murrieta, Orange County, and San Diego. Statements in the Program Assessment document and program summaries, confirmed by MS and SS program completers, support that regardless of where a candidate attends APU they are receiving similar curriculum and have similar access to the program content. Completers stated that "the only difference was the particular instructor's style." Shared understandings of curriculum decisions such as assignments and course readings are supported by faculty teaching at multiple sites and at least monthly meetings of lead instructors and other faculty teaching the same course.

Program Design

Leadership within the credential program describe the program as "constructivist and student centered." Candidates in MS and SS confirm that they understand constructivist pedagogy. They also wholeheartedly endorse the statement that APU promotes a student-centered orientation to teaching and learning. The Chair of the Department of Teacher Education (DTE) is responsible to the Dean of the School of Education for the quality of teaching and the effectiveness of courses and programs offered within the department. In addition, Teacher Education directors and faculty are responsible for admitting and advising all teacher candidates about all credential related issues. The Directors of regional centers are responsible for the total operation of the centers, including: facilities operation, registration, marketing, and student recruitment and informal advisement. The control of teacher credential programs resides within the department, while programs are offered in a variety of geographic areas. Decision-making, credential advising, and program structure and implementation remains under the central control of the department leadership and full time lead instructors.

The DTE Leadership Team (which includes the Chair, Assistant Chair for Special Education, Directors for Multiple Subject, Single Subject, and Master's programs and the CTEL/CLAD Certificate, Clear Credential, and TPA Coordinators) meets approximately twice per month to review issues in programs and to make recommendations. A significant example of a decision this group made pertains to the reorganization of the foundation courses to include the MS/SS and Education Specialist candidates in the first two terms. The DTE Leadership Team also serves as the DTE Exceptions Committee, which considers specific requests of students. One of the goals of the recent restructuring under the new Dean was to reduce the number of requests for exceptions by better alignment of courses and fieldwork. This effort is ongoing but the results so far are reported as promising. The leadership team supported another initiative by the dean

to reduce the number of part time adjuncts by having more full time faculty serve in the departments.

The program consists of interrelated, and developmentally designed sequence of coursework and field experience. Credential candidates complete four nine-week academic sessions, normally beginning, Fall 1 and 2 followed by Spring 1 and 2. Program Directors and Student Records Coordinators described two entry points to student teaching, either Fall 1 or Spring 1. Candidates must complete the first two terms (modules) and the TPA task 1 and 2 and 60 hours (30 hours per 9-week term) of observation and fieldwork associated with them, prior to beginning the 3rd and 4th module of Clinical Practice (Student Teaching). Both completers and current candidates confirm that during the first two sessions, they complete two methods modules and a minimum of 60 hours of pre-student teaching field experience per term. These first field experiences are partially self-chosen from districts with WASC accreditation and from the approved list (MOUs in place) of schools/districts provided by the department. Upon successful completion of the student teaching clearance process, candidates complete the remaining coursework concurrently with the two terms of student teaching. Candidates report that they are supported by their Master Teachers and the University Mentor who visits 4 times each term to observe a planned lesson and to hold a post conference. Completers wholeheartedly endorsed the statement that they were given great support from their APU mentors including "down to earth advice and encouragement through any difficulties." Completers report receiving support "even after we graduate and have our own classroom." They feel comfortable sending an email to their former faculty with questions or requests for guidance. Traditional student teachers (i.e., non-Intern candidates) also receive mentoring support from their master teacher. Responses to candidate questions by faculty are within a reasonable time, usually within 24 hours. All completers interviewed, from 1 to 3 years out, report they felt well prepared to take on their own classroom. Some described texts and other resources that they received in the program that they currently use with their own students.

Intern credential candidates report that they complete the field experience component within their own classroom, receiving supervision and mentoring classroom visits from a university mentor each of the two clinical practice terms. Interns also report getting specific support for teaching English Learners by district personnel as well as other professional development for their professional development plans. Faculty and Candidates describe receiving four classroom regularly scheduled visits during student teaching each of the two terms. Intern candidates report that school site-based teacher coaches and school administrators provide additional guidance and support for intern candidates. Support for teaching to the Common Core Standards was specifically mentioned.

Significant program modifications were reported by the Dean, and the Interim Chair of DTE as a result of restructuring from seven departments to five and then to three. To reduce the courses with fewer than six students, and to promote collaboration among MS, SS and Ed Specialist M/M and M/S candidates, the first two 9-week sessions were redesigned. Two full-time faculty members developed a series of "Concentrated Instructional Modules" (CIMS) on the

educational needs of Special Education and Gifted and Talented Education students. Candidates confirm that special attention is given to differentiated instruction and the concept of Universal Access. These modules have been infused within the coursework in the first session. Candidate completers shared that there are "different lesson plans for differentiating instruction such as direct, inquiry based, project based or cooperative learning" and "different instructional strategies to reach different learning modalities." Another restructured module is focused on teaching specially designed academic instruction in English(SDAIE) methods and "classroom instruction that works" with English language learners. Completers recalled SDAIE strategies such as using hand gestures, matching up English words with the word in the student's first language, using visuals, previewing vocabulary or other content prior to the lesson, partner work and one on one instruction. It was evident from interviews with current candidates that the program currently places more emphasis on English Language Development(ELD) than in the past, in response to the new ELD standards.

A survey is sent to principals who have hired APU completers, after the new teacher's first year of service. Results of the Principal survey are used for program improvement or confirmation of program strengths. Stakeholders report that the candidates hired from APU are strong in the areas of dispositions ("integrity, openness to learning") and digital literacy "especially in digital media, we learn from our students" as well as knowledge of the Common Core. "The IHE's are making a difference." Mathematics was identified as another area of content strength. "We are learning at the same time." Comments also included a comparative statement regarding the preparation to teach English Learners, "the MS traditional program candidates seem stronger than their SS or Intern colleagues, perhaps because they have more time to get to know their students." The Superintendents Collaborative was cited as one place where there is a "reciprocal loop of communication" informing program development.

Course of Study
Course work is clearly organized in four 9-week quarters. Candidates presently in either their first or third term describe the coursework as challenging and transformative. "I'm not the person I was when I began in Module 1" and that "I never felt so much stress but it is preparing us for what we will face."

Candidates experience coursework and 30 hours of fieldwork in each of the first two 9-week sessions. Coordination of course and fieldwork is facilitated by the recent requirement by the DTE interim chair that the majority of fulltime faculty have units of supervision and that course instructors are also university field mentors. Conversations with two District superintendents provided evidence that the re-education of teachers from a direct instruction model to the Common Core inquiry based model in mathematics is strengthened by the presence of teacher candidates in the field teacher's classroom. A similar benefit is found in the area of digital literacy. APU is preparing teachers in methods that classroom teachers are challenged to use. APU teacher preparation of pre-service candidates supports the Districts' efforts to teach the new Common Core State Standards to all students. Packets of information are given to all Master teachers explaining the program assignments and week by week expectations. One

Master teacher reported that lesson plan models are also shared with Master teachers so that they understand what is being asked of their teacher candidate.

During the second term, students receive intensive training in meeting the needs of English language learners, essential for the completion of the second Cal TPA task Designing Instruction. Pressed to discuss the difference between SDAIE and ELD, completers had difficulty with the distinction. However, when asked the same question, current MS candidates completing the 3rd 9 week session were very clear of the difference citing the case study work done to complete the second CalTPA task. Leadership agrees that the revisions to the first two 9 week sessions have increased the effectiveness of ELD knowledge and skills. APU Faculty receives professional development for new initiatives such as the ELD standards and Common Core.

Classroom teachers selected to serve as master teachers for APU student teachers are identified and chosen by their respective site administrator who best knows their qualifications and willingness to serve. Master teachers must have a minimum of 3 years of teaching in their current grade level or subject area(s) and must possess an appropriate California teaching credential. Both Mentors and Candidates evaluate the Master Teacher at the end of the 9 week terms (MS program) and 18 week term (SS program). These data are analyzed and used to determine future placements. Significant factors are opportunities given to candidates to teach and the ability of the master teacher to give useful feedback. Candidates report that their placements support their learning and they know what to do if this is not the case.

Cooperating teachers confirmed that candidates are observed four times each nine-week period. Teacher candidates also confirm that they are visited four times during their 3rd and 4th 9-week terms. They prepare lesson plans 24 hours in advance of the observation. University Mentors practice coaching skills and maintain supervision records. Field based cooperating teacher (CT) evaluation by candidates are uploaded into Taskstream and reviewed by the Clinical Placement Coordinator.

Candidate Competence
APU was one of the pilot CalTPA sites with the CAlTPA task rollout beginning in 2006. The CalTPA was fully implemented at all sites by Spring 2008. Trained and calibrated assessors score a minimum of six TPAs per Scoring Session as part of their requirement to remain an assessor for APU. It is well structured within the courses but passing scores are not required to pass the course. MS and SS candidates confirm that they take the four CalTPA tasks in each of the four 9 week terms. Candidates report that they are well supported for each of the four CalTPA tasks. The first 9-week session they complete the first task, with support and guidance such as "understanding of the effort, step-by-step explanations of the task and a breakdown of the huge process, small chunks at a time." Another candidate stated, "The first TPA was an adventure, an overload of information but the handbook was very clear and instructors gave us step by step assignments that guided us to complete it on time." Gradually, as the candidate progresses to the second, third and fourth 9-week session, they are given support through a

weekly TPA calendar, weekly in-class assignments, and weekly TPA homework. TPA data analysis revealed that assessment was an area to target for focus. By closely reviewing a sample of TPA task 3, the notion of assessing learning and designing assessment systems was developed as a target to strengthen. Candidates discussed how to "differentiate assessment tasks for different learners for example, having a child with dyslexia make a painting instead of a poem." TPA data reported in the Biennial Report shows mean scores of 3.5 or above on all tasks.

The TPA handbook is available to all teacher candidates electronically beginning their first term. They are aware of the assessment requirements prior to admission and again made aware during orientation. Calibrated assessors evaluate candidates' CalTPA task submissions beginning week 7 of each academic term, with results delivered via Taskstream. Candidates must earn a score of three or four on the four-point assessment rubric. Candidates earning a score of one or two meet with the course instructor within one week to receive targeted guidance and assistance for the revising of the task submission.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are *Met* for both Multiple Subject and Single Subject programs.

General Education (MS/SS) Induction Program
General Education (MS/SS) Clear Program

The CTC has approved both the Clear and Induction programs for General Education Preliminary Credential holders at APU. However, in the last three years fewer teachers have chosen the Clear program and none were admitted in program years 2013-14 or 2014-15. Candidates have been admitted to and completed the Induction program. Faculty clearly articulated the three different induction tracks for teachers earning clear credentials. Track A supports teachers who are substituting rather than teachers of record in their own classrooms. Track B was designed for employed teachers of record. Track C is for Dual Credential teachers usually teaching in a special education position but clearing both a General Education and a Special Education credential at the same time. The program director is well informed of these options and supports teachers seeking admission to enroll in the appropriate track.

Program Design
Leadership is well defined in the Induction program with clear lines of responsibility. Syllabi are common to all regional centers. Support providers include fulltime faculty, as well as retired teachers or administrators after they have applied and been interviewed by the Interim Chair. Courses were recently realigned by the Program Coordinator who communicates with the lead instructors who are responsible for communicating the changes to other faculty teaching in the program. All tracks use a 9-week term or "module" within which the candidates take 4 on line

courses, one during each term. In the first term candidates use personal professional data to develop their Individual Induction Plan that the Program Coordinator describes as "focuses their induction on their own areas to improve. We want the program to fit them, not them fit the program." All tracks have a University Mentor who observes at least 10 times throughout the four terms.

Track A supports candidates who need to clear their credential but do not have their own classroom. They find a host classroom where they have at least 60 logged hours of teaching time, usually one day a week. This allows Track A teachers to substitute the other four days a week. Track C candidates take the first and fourth module in General Education and the second and third in Special Education. These candidates are assigned university mentors by Special Education program faculty.

The course sequence was reviewed and reorganized within the last two years. The Program Coordinator recently reviewed all syllabi, texts and assignments to ensure alignment with the CSTP and the Commission's Induction program standards.   Syllabi were reviewed for redundancy and to assure a spiraled curriculum; this revision process was led by the Program Coordinator. Signature assignments are now assessed using a four point rubric common to other teacher education programs at APU. This standardization process has created more coherence across program delivery as faculty work in different functions. Induction mentors, often retired K-12 teachers, also serve as University Supervisors for the Preliminary program or even teach as adjunct faculty. This ensures that mentors are knowledgeable about the range of teacher preparation and are able to meet each candidate where he or she is and guide the new teacher's development as an educator.

Course of Study
The Coordinator also reviewed assignments to align with course objectives, clarify directions and focus of templates.   Mentors were trained in the new syllabi to better support the candidates' induction. The Coordinator and Lead Faculty meet regularly, at least touching base one time within each 2 week period. Adjuncts are included in regular communication to assure program coherence across the wide geographic area.

Syllabi reflect a focus on strategies for on-going reflective practice for continuous growth. Teachers clearing their credential in Track A are required to find classrooms that have students with Special Needs, and English Learners. Track B and C are working in their own classrooms as teachers of record. Rubric scoring of signature assignments is calibrated across lead and adjunct faculty. Drift is monitored and recalibration is done as needed. One candidate reported that she was well advised and had excellent contact with her mentor whenever she needed questions answered.

Candidate Competence
Each candidate submits his/her goals and personalized plan in an Individualized Induction Plan (IIP). University mentors become close advisors to the new teachers, monitoring their progress

on their goals in each program standard. Since the induction program is meant as a support system for new teachers, assessment of coursework is important but not sufficient to ensure that the new teacher is retained. A candidate in Track A described her growth in her delivery of instruction based on feedback she received from her University mentor. The significant factor is that the IIP provides a self-defined goal target that is relevant and appropriate for the particular teacher's growth. While advanced knowledge of pedagogical practices for universal access, and depth of knowledge and skill in teaching English Learners is required in coursework, the predominant focus is on the teacher's identified goals. This makes assessment and feedback relevant.

Candidates are informed during admission, orientation and on-going mentoring during the program by their host teacher and mentor in Track A, and University mentor in tracks B and C. One candidate in Track A reported that they clearly understood the process of developing their IIP and a portfolio of artifacts to demonstrate their progress. This candidate said that she felt well informed of the assessment process by the Program Coordinator and her Mentor.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are *Met*.

Preliminary Education Specialist Credential
Mild/Moderate Disabilities and Moderate/Severe Disabilities

Program Design
The mission of Azusa Pacific University (APU) education's unit is "Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings." The Preliminary Special Education programs (Mild to Moderate Disabilities and Moderate to Severe Disabilities) begin with three courses that include candidates for general education teaching credentials (Multiple Subject and Single Subject). One of the goals is to support collaboration between special education and general education teachers and increase understanding of each other's roles in the schools. The candidates complete coursework and field work each term during the program.

Course of Study
The Azusa Pacific University Education Specialist programs contain a common structure of coursework for all special education credential candidates that is differentiated at critical points for the mild/moderate authorization and the moderate/severe authorization. There are a total of five modules that all candidates take over the course of a calendar year. There are five nine week terms; two courses are taken each term by fulltime students. In addition to the two

courses students participate in field experience ranging from observations to instructional practice in each term.

The Education Specialist program begins with Module 1. All candidates (M/M and M/S) begin their program with a Teaching Reading and Writing Foundational course. In addition, the Mild/Moderate candidates take Foundations in Classroom Management while the Moderate/Severe candidates take a Collaboration and Consultation course. During this first module of instruction, all candidates also participate in a field experience with a minimum of 30 observation hours.

In Module 2, all candidates take an Introduction to Individual Differences Course that must include English Learners (EL) and a course that is specific to English Learners. The field experience associated with this module is related to the courses candidates have taken and candidates are required to respond to a structured set of questions. In addition, candidates complete the CalTPA Designing Instruction Task. It is also at this time that candidates apply for their clinical practice.

In Module 3, all candidates take a course that addresses assessment of students and the development of Individualized Education Plans (IEP). The mild/moderate credential candidates take a course in Response to Intervention that focuses on learning disabilities with an English Language Arts focus. The moderate/severe credential candidates take a course that addresses specific instructional strategies for the Moderate/Severe student population. All candidates must have conducted observations of elementary, middle, and high school settings. It is also at this point in the program that clinical practice begins.

In Module 4, all candidates take a Positive Behavior Support Class. The Mild/Moderate credential candidates take a Response to Intervention class that is focused on the content area of Math, while the Moderate/Severe credential candidates take a course that addresses diagnostic, prescriptive, and intervention based behavior plans for students. Candidates are in clinical practice at this point in the program.

In Module 5, all credential candidates are enrolled in a transitions course and a collaboration class to assist candidates with the transition into the profession as well as completing student teaching. Candidates completing the program as an intern teacher take an additional course SPED 500 Intern Seminar.

Candidate Assessment
Candidate assessment takes place throughout the program. The Education Specialist Mild/ Moderate and Moderate/Severe Disabilities Credential programs contain common and discipline specific assessments. The assessment process is carried out over the course of the program. Content knowledge is assessed with the CSET Multiple Subjects exam. Candidates must pass this exam before moving to Clinical Practice at Transition Point 2. Mild/Moderate Disabilities candidates' demonstrate pedagogical content knowledge by completing a case

study of a struggling reader that demonstrated the use of a reading inventory. Moderate/Severe Disabilities candidates complete a research project and presentation on effective instructional approaches for use with students with moderate severe disabilities. Both programs use the Reading Instruction Competency Assessment to measure pedagogical knowledge and an assessment to measure candidate disposition. The culminating assessment is the Clinical Practice Qualitative Evaluation completed at the end of the candidates' student teaching experience.

Interviews with program completers indicate that they are well prepared for their work in the field of teaching students across a variety of models of service delivery and at elementary and secondary levels. Several candidates indicated that faculty support in coursework and fieldwork was critical to their development as a teacher. Candidates commented on the theory to practice link in their courses and the opportunities to apply their learning in fieldwork and clinical practice.

Findings on standards
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, and faculty the team determined that all program standards are *Met*.

Clear Education Specialist Induction Program
Program Design
The Clear Education Specialist Induction Program is an online program designed for candidates who possess an Education Specialist Level I Mild/Moderate or Moderate/Severe Disabilities credential or those who possess a Preliminary Education Specialist Mild/Moderate or Moderate/Severe Disabilities credential. This program is designed to continue the development of the candidates' knowledge, skills and dispositions. Program participants refine and apply conceptual knowledge into practice; build upon the foundation of their specific Education Specialist Level I or Preliminary program and submit evidence of the implementation of the Individualized Induction Plan (IIP).

Courses and Fieldwork
Candidates complete 12 units or 180 hours of professional development as outlined in their IIP. Currently, the program requires candidates to take two 3-unit courses SPED 554 Advanced Study – Special Populations and SPED 558 Advanced Theory and Research-based Practices. Each course counts towards 45 hours of the required 180 hours of professional development for this credential. The candidate may meet the remaining 90 hours by taking two additional 3-unit courses from a menu of options or by completing professional development activities directly related to their teaching positions and as outlined on their IIP.

Candidate Assessment

Assessment of candidate competence is carried out throughout the program. Rather than being course specific, candidates complete the requirements over the course of enrollment in the program.

The six key assessments are found throughout the program and are identified as the following:
- Research Paper on Autism Spectrum Disorder and Communication
- Universal Design for Learning – Thematic Lesson
- Full Inclusion (of a Student with Autism) Digital Resource Notebook
- Data Driven Instruction based on Student Assessment
- Behavioral Support Plan
- Assistive Technology Student Assessment Observation Project

There were no candidates or completers interviewed during the visit.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting an interview of the Program Coordinator the team finds that all program standards are *Met.*

California Teachers of English Learners (CTEL)

Program Design

Azusa Pacific University's CTEL program is an on line program for teachers who have not yet earned an authorization to teach English Learners. Since there are very few teachers who still need to earn this authorization the numbers in this program range from 4 to 6 candidates each term. According to the faculty interviewed the program is in transition. The faculty interviewed during the site visit did not include the program coordinator and do not teach in the CTEL program. Leadership is currently reviewing the program content and other factors to determine if the program will sunset or be revised.

There is inconsistency in what is written in the Program Summary and other documentation and what was shared during interviews.

Course of Study

The CTEL program is comprised of four courses. These four courses are generally taught by two-three different adjunct faculty members with two fulltime faculty members occasionally teaching a course for this program.

Each course syllabus clearly references a grading rubric that describes each of four performance levels in detail. All course syllabi articulate minimum standards of scholarship including use of the APA writing format, strict adherence to assignment deadlines, clear guidelines for required

participation in online threaded discussions, and the minimum course grade of "B" required for successful program completion. From interviews it is not clear if what is written in the syllabus is what actually takes place.

Candidate Assessment
APU's CTEL program summary states that candidates are assessed on a four-point rubric in all course assignments in the program. The Biennial Report provides data from program year 2013-14 with mean scores between 3 and 3.9 on signature assignments. It was also stated in documentation that instructors are calibrated in the application of the four-point grading scale to insure consistency in assignment grading throughout the program. But according to the interviews, assignments are not yet assessed using the four point rubric, though this is a goal.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews of faculty and one completer the team does not have sufficient evidence to find the standards to be met so the program standards are found to be **Not Met**.   The team recommends that Azusa Pacific University notify the Commission by July 1, 2015 if will close this program or not.

If the decision is to not close the CTEL program, the team recommends that Azusa Pacific University host a focused site visit in fall 2015 for a full review of the CTEL program.

Added Authorization in Special Education: Autism Spectrum Disorders

Program Design
The Autism Spectrum Disorder Added Authorization Program is an online program designed for individuals who hold a Learning Handicapped, a Preliminary Level I Education Specialist Mild/Moderate or a Professional Level II Education Specialist Mild/Moderate Credential. Most candidates enroll in the program because they are required by their local employer (school district) to earn this added authorization in order to service students with Autism. Candidates meet with academic advisor to design a course plan and discuss academic goals. Enrollment in the Autism Spectrum Disorder Added Authorization program has fluctuated since 2011 from a high of 78 to a low of 40.

Courses and Fieldwork
Candidates complete four courses:
SPED 512: Autism Spectrum Disorders: From Theory to Practice
SPED 522: Collaboration and Communication Skills with Autism Spectrum Disorder
SPED 542: Meeting the Academic needs for Students with Autism Spectrum Disorder
SPED 503: Behavior Supports

Candidate Assessment

Assessment of candidate competence is carried out throughout the program. One key assessment is identified for each course as follows:

- SPED 512 candidates complete a Research Paper on Autism Spectrum Disorders and Communication.
- SPED 522 candidates complete a set of Resources for Teachers regarding Inclusion of a Student with Autism Spectrum Disorder.
- SPED 542 candidates complete Data Driven Instruction for Students with Autism Spectrum Disorder
- SPED 503 candidates complete a Behavior Support Plan for a Student with Autism Spectrum Disorder.

There were no candidates or completers interviewed during the site visit.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting an interview of the Program Coordinator the team finds that the program standards are ***Met***.

Added Authorization in Special Education: Resource Specialist

Program Design

The Resource Specialist Added Authorization program is designed for candidates who possess a Learning Handicapped teaching credential. Most candidates that enroll do so because they are required by their local employer (school district) to earn this added authorization in order to service students in resource (RSP) settings. Candidates meet with an academic advisor, often the Program Coordinator or program faculty, to design a course plan and discuss academic goals. All courses in the program are taught by practicing Resource Specialists who serve as adjunct faculty.

Courses and Fieldwork

Candidates complete a series of four courses. All courses are online. Field application of the course content takes place within the candidate's work and participation within school communities.

Candidate Assessment

Assessment of candidate competence takes place throughout the program through assignments that focus on the additional knowledge and skills required in order to be an effective resource specialist. Data was presented for academic years 2011-2014. A total of 12 candidates are included in the data set.

- Resource Specialist Communication Skills (SPED 546): Candidates create a presentation for their peers, which, incorporates models of consultation and collaboration with

administrators, general education teachers, related service providers and other stakeholders.

- Implementation of Special Education Legislation (SPED 547): Candidates complete a 6-8 page report on aspects of identification, assessment and evaluation of special needs and how the data gathered impacts IEP development and instruction.
- Staff Development and Parent Education Techniques (SPED 548): Candidates complete a collaborative project such as a parent education workshop, a staff development in-service, a peer aware or a paraprofessional training.
- Field Experience: Resource Specialist (SPED 549): Candidates identify 6 students on their caseload. The information about the students becomes the basis for each of three papers. Paper #1, candidates assess and identify the current levels of performance of the six students. Paper #2, candidates analyze the assessment results to establish pupil strengths and areas of need. Paper #3 candidates utilize the specific school curriculum and implementing individualized education programs (IEPs).

There were no candidates or completers interviewed during the visit.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting an interview of the Program Coordinator the team determined that the program standards are *Met.*

Adaptive Physical Education Added Authorization

Program Design
The Adapted Physical Education Added Authorization (APEAA) Program is a sub-program of Graduate Physical Education within the Department of Teacher Education and School of Education. The APEAA program is offered exclusively in a face-to-face format at the Azusa Pacific University Orange Regional Center. Candidates must first have earned a California Single Subject Credential, Multiple Subject Credential or an Education Specialist Credential (with added prerequisite requirements of passing all parts of the CSET in Physical Education or 12 units of upper-division physical education course work) prior to completing the program.

Program faculty includes the APEAA Program Coordinator who serves as the advisor and fieldwork coordinator. Two additional adjunct faculty, each with respective expertise in adapted physical education, teach within the APEAA program.

Coursework and Fieldwork
APEAA candidates must complete a minimum of 90 hours of fieldwork in Adapted Physical Education across diverse P-12 settings. The program is 21 units, 7 courses consisting of 4 core courses, 1 elective and 2 fieldwork courses. The elective courses are from a specific list and allow for the candidate to gain further knowledge in a specific area of their choosing related to servicing special needs students within physical education. Courses and fieldwork are sequenced

over a period of one year; candidates take 2 courses per 9 week module, there are 4 modules total. Two courses each incorporate a 10 hour fieldwork requirement to complement the course content. Two of the courses each require a 35 hour fieldwork requirement. The remaining courses in the program are PE 605 Management of Adapted Physical Education Programs, PE 604 Assessment in Adapted Physical Education and an elective.

Candidate Assessment
Candidate Assessment takes place in a cumulative manner with the Fieldwork Portfolio being completed over the course of the program. In addition candidates complete a presentation of the Guidelines for Adaptive Physical Education and An Assessment Plan for a student with a disability.

Candidates report that program faculty are available for consultation; often consultation take place as the faculty supervise candidates in their fieldwork (often as the teacher of record). Feedback both oral and written is provided on a timely basis their coursework and fieldwork. Candidates commented on the knowledge of faculty about the place of Adaptive Physical Education as a part of the Individualized Education Plan and the role of Adaptive Physical Education specialists within the school community. Candidates report the Fieldwork Portfolio is valuable as a resource for them as practicing teachers.

Findings on Standards
After review of the institutional report and supporting documentation, interviews with faculty, candidates and program completers the team finds that all program standards are **Met.**

Services Credential Programs

Educational Leadership Programs
Preliminary Administrative Services Program
Clear Administrative Services Program

Program Design
The Master of Arts in Educational Leadership, the Preliminary Administrative Services Credential and the Clear Administrative Services Credential program options prepare candidates to serve as effective, innovative school administrators. Graduates emerge equipped to fill leadership roles in pre-K–12 schools such as principal, assistant principal, teacher leader, curriculum leader, and department chair. The program emphasizes a Christian approach and incorporates the following themes throughout the programs: strengths-based leadership, dedication to the philosophy that every student deserves an unbiased education, reflective leadership practices as related to the California Professional Standards for Educational Leaders (CPSEL), and improving teaching and learning through best practices that build exemplary schools.

The Preliminary Administrative Services Credential requires five courses ranging from a one-unit Induction course to three six-unit credential courses. The fifth course is titled Assessment. In this course, the primary focus is the case study and fieldwork. Candidates invite their principal, assistant principal, or district office supervisor to partner alongside them in full support of the requirements for the Preliminary Administrative Services Credential (PASC) field experience. Through Benchmark Assessments, which are mapped to course theory and include activities for School Site Clinical Practice, verifiable school-based activities are planned jointly by the student, the supervising district supervisor, and the university supervisor. Activities are aligned to the six domains of the Commission on Teacher Credentialing's program standards that correspond with the CPSEL.

The Clear Administrative Services Credential is currently a mentor-based program for candidates who are eligible after they have secured a leadership position in a school system. It is a two-year program. The program is an online program. After candidates complete all the activities in their individualized mentoring plan, a self-assessment, and assessment by the supervising district supervisor and university supervisor, readies them for recommendation and application for the Clear Administrative Services Credential.

Documents reviewed and interviews conducted provide evidence of a recently re-structured program that embeds the Preliminary Administrative Services Credential into the requirements for the M.A. Ed. degrees. Candidates and completers report that fieldwork activities provide a foundation from which leadership skills and knowledge emerge. Current candidates and graduates report the breadth and depth of fieldwork prepares them for the demands of administrative work in diverse and challenging schools. Recent program modifications include assigning a university fieldwork supervisor for each candidate. Prior to this change, fieldwork was embedded in the coursework with instructors serving as the fieldwork supervisor for their candidates for fieldwork embedded in their course.

Curriculum and Field Education
All candidates are enrolled in a one-unit Induction course and one of three six-unit courses during their first term. For the next two terms, they are enrolled in the one of the remaining two six-unit courses. During the fourth term, they enroll in the five-unit Assessment course. All coursework and fieldwork activities are aligned with course outcomes and to one of the six CPSEL. Coursework in critical areas includes building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning, Common Core State Standards (CCSS), and Local Control Funding Formula (LCFF) & Local Control Accountability Plan (LCAP).

Candidates complete thirty-six fieldwork activities. Each candidates is required to have experience at both of the levels (elementary/middle and high school) in diverse settings where 20% of the pupils are represented as different from that of the candidate in race, ethnicity, gender, socio-economic status, age, physical abilities, religious beliefs, or political beliefs and

other ideologies. All coursework and field activities are aligned providing the connection between course theory and assignments. Candidates are supervised by a site and university fieldwork supervisor. Advisement regarding fieldwork activities begins during initial program admissions and continues during the one-unit Induction course, which is taken during their first term. During the third week of Induction, each candidate participates in an Adobe Connect Fieldwork Orientation virtual meeting. The Program was offered primarily online in 2013-14 and solely online in 2014-15.

Review of all documents and interviews with candidates, completers, and faculty members including field supervisors, administrators, and other personnel provided evidence of a reinvigorated Preliminary Administrative Services Credential Program. In interviews, candidates and completers reported being well prepared for administrative work in schools through their fieldwork, particularly through their engagement in a wide variety of field activities. Candidates reported that field activities helped them to tackle different types of tasks new administrators encounter in diverse and challenging schools and feel prepared for these responsibilities. They reported that the field supervision from on site and university mentors was excellent. Course work was relevant for learning and supported application of skills in the field. Current candidates and graduates emphasized their desire for more connectedness to and feedback from faculty.

Assessment of Candidates
Candidates are advised how they will be assessed during the Induction course and by their university fieldwork supervisor. Evaluation is formative and summative. Formative assessment occurs as candidates upload activity documents in Taskstream which is evaluated by the university supervisor. In addition, site and university supervisors provide input to candidates throughout the program. Summative assessment includes both site and university supervisors evaluation. Candidates access the results in Taskstream.

Candidates and completers reported that the assessment processes are well defined and explained. The syllabi clearly state the evaluation process and candidates are well prepared in advance. Candidates and completers did express the desire for additional feedback with direction and opportunities to improve performance. As school professionals the development of their administrative skills and knowledge is of crucial importance. Assessment is completed through collaboration between candidate, site and university supervisors and involves evaluation of the candidate's entire portfolio.

Findings on Standards
After review of reports, documentation, and extensive interviews all standards are found to be *Met*.

Pupil Personnel Services
School Counseling Program

Program Design
The school counseling credential is obtained along with the Master's degree in Educational Counseling or Education and Clinical Counseling. The degree and credential prepare candidates to facilitate the learning of children by their work as school counselors in public school systems. The MA program consists of two options, the 48 semester MA in Educational Counseling and a 60 unit MA in Educational and Clinical Counseling. Both programs have an embedded credential, with the latter one preparing candidates for LPCC eligibility in California.

The Educational Counseling program option is designed to prepare candidates who desire to work in schools as a credentialed school counselor. Candidates complete a total of 48 units, including 100 hours of practicum and 600 hours of fieldwork/internship during the program. Upon completion of all coursework, practicum, fieldwork/internship, and the Graduate Research Project (GRP), the candidates are granted the Master of Arts in Educational Counseling with an embedded PPS credential in school counseling.

Documents reviewed and interviews conducted provide evidence of a well-designed program that embeds the PPS credential into the requirements for the M.A. Ed. degrees. Candidates commented that the coursework and practicum provide a strong foundation, which prepares them for the field experience of meeting demands of school counseling in diverse and challenging schools. The creation of an environment conducive to learning and flexibility of program leadership was highlighted in candidate comments.

Curriculum and Field Education
The 48 semester unit program including 100 hours of practicum and 600 hours of internship prepares candidates to enter the field of school counseling. Coursework covers all the material necessary for a strong foundation in school counseling including theory, techniques, history, ethics, and law. Candidates in the school counseling program complete 100 hours of practicum and 600 hours of supervised field experience or supervised internship. The Department of School Counseling and School Psychology has fieldwork and/or internship agreements (or memoranda of understanding) with more than 50 school districts in the region, so candidates have many opportunities for fieldwork placements. Each student in fieldwork or internship is assigned both a university supervisor and a district supervisor. Each university supervisor visits the fieldwork or internship site 2 to 4 times per term providing guidance and support. Each site supervisor is expected to meet individually with their trainee for supervision for at least one hour per week.

Review of all documents and interviews with candidates and faculty members including field supervisors, administrators, and other personnel provided evidence of a clear and well-constructed credential program. In interviews, candidates reported being well prepared for field placement and counseling work in schools. They reported overall consistency in the

program and high quality teaching. Candidates reported that faculty support and guidance by field supervisors helped them to apply classroom learning to the field. In addition, current candidates commented on the opportunities to network with faculty members. Candidates and faculty emphasized the importance of collaboration and coordination between faculty members and candidates.

Current candidates commented that the advising structure and support from faculty members is of assistance in multiple ways. They expressed their appreciation for the accessibility of faculty members and discussed feeling comfortable asking and receiving assistance from them. Specifically, current candidates mentioned the speed at which they receive answers to email and the general responsiveness of faculty members. Candidates also commented that the faculty create a positive environment for learning and demonstrate genuine concern for the candidates. Current candidates also received the support they needed in help managing placement challenges.

Assessment of Candidates
Candidates are assessed in course work throughout their tenure in the program. In addition to assessments within coursework, candidates are assessed through the Graduate Research Project, a plan consisting of a sampling of completed objectives in fieldwork/internship, and the Praxis II exam in school counseling.

Candidates prepare a Graduate Research Project (GRP) which includes a formal research paper or program evaluation. Candidates are encouraged to select an area of expertise within the school counseling field and present their paper before their peers. During their 100 hour clinical practical experience, candidates are rated in eight competency areas based on their taped performance reflection paper. The rating is a key assessment used for identifying fieldwork/ internship readiness. The evaluations are completed by the instructor on Taskstream and are based on a four point scale to include both quantitative and qualitative feedback.

Candidates must earn a passing score of 150 on the Praxis II exam to demonstrate their competence in school counseling prior to completion of the program. In the most recent 4-year period 90% or more of candidates have received passing rates. Candidates report that they are well prepared for assessment at each level. They understand requirements and expectations, which are communicated by faculty members who provide direction and helpful feedback.

Findings on Standards
After review of reports, documentation, and extensive interviews all standards are found to be
Met.

Pupil Personnel Services
School Psychology Program

Program Design
The school psychology credential is obtained along with either a Master of Arts in Education: Educational Psychology (M.A. Ed) degree and Educational Specialist (Ed.S.) Degree in School Psychology. The degree and credential equips candidates with a comprehensive understanding of the educational and mental health issues facing students and families today so that they may work as psychologists within school systems. The credential and both degrees are completed in three years and comprise 66 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of both programs, candidates can apply to become Nationally Certified School Psychologists (NCSP) pending passing of the Praxis II Exam (School Psychology). The program is recognized by the National Association of School Psychologists (NASP).

In years 1 and 2 (M.A.Ed) candidates complete a total of 49 units and 450 hours of practicum. Upon completion of all coursework, practicum, and the Graduate Research Project (GRP), the candidate is granted the Master of Arts in Education: Educational Psychology and may participate in commencement.

During year 3, the post-master's year, candidates complete an additional 17 units of special focus coursework and 10 units of fieldwork/internship toward their Ed.S. Upon successful completion of post-master's coursework, fieldwork/internship, and passing of the Praxis II (School Psychology), the candidate is granted the Educational Specialist (Ed.S.) and may file for the PPS Credential in School Psychology. Once these requirements are fulfilled, the student may apply to become a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP). Candidates are advised to review specific NCSP requirements at nasponline.org.

Documents reviewed and interviews conducted provide evidence of a well-designed program that embeds the PPS credential into the requirements for the M.A. Ed. and Ed. S. degrees. Candidates reported that the course work provides a strong foundation on which their practice is based. The practicum prepares candidates for their internships. Candidates report they feel well prepared for the demands of being psychologists in diverse and challenging schools. The strength and flexibility of program leadership was commented on in multiple interviews. Over the recent two years modifications to the program include the addition of two optional specializations, one in Applied Behavior Analysis, and another in Clinically and Educationally Related Mental Health Counseling. These specializations options are selected by a majority of candidates and are in addition to the credential.

Course of Study
Each candidate develops a comprehensive set of competencies to effectively work as a school psychologist with candidates and families of all cultures, socio-economic status (SES) levels, and learning abilities. While the program includes a course that specifically focuses on multicultural

and bilingual assessment, it is notable that all of the assessment courses include multicultural and bilingual issues and case studies. Coursework provides a foundation of skills and competencies that are focused on assessment, intervention, research and evaluation. Knowledge and skills in law, ethics, social justice and advocacy are also developed.

Candidates in the school psychology program complete 450 hours of practicum and 1200 hours of supervised field experience or supervised internship. The Department of School Counseling and School Psychology has fieldwork and/or internship agreements (or memoranda of understanding) with more than 50 school districts in the region, so candidates have many opportunities for fieldwork placements. Each student in fieldwork or internship is assigned both a university supervisor and a district supervisor. Each university supervisor visits the fieldwork or internship site 2 to 4 times per term. Each site supervisor is expected to meet individually with their trainee for supervision for at least one hour per week.

Review of all documents and interviews with candidates and faculty members including field supervisors, administrators, and other personnel provided evidence of a clear and well-constructed credential program. In interviews, candidates reported being well prepared for fieldwork in schools through their classwork, particularly the course in psychopathology, which was described as pivotal. They reported feeling simultaneously challenged and supported by faculty. Candidates described their preparation, course and fieldwork, as "amazing". Candidates and graduate completers commented that advising and support from faculty members is of assistance in multiple ways. They expressed their appreciation for the support of faculty members and discussed feeling comfortable asking and receiving assistance from them. Specifically, candidates mentioned the speed at which they receive answers to email and the general responsiveness of faculty members. Candidates and graduate completers also received the support they needed in decision-making processes, and help managing placement challenges.

Assessment of Candidates
In addition to assessments within coursework, candidates are assessed through the Graduate Research Project, a Performance Portfolio for practicum and fieldwork/internship, and Praxis II exam in school psychology.

Candidates prepare a Graduate Research Project (GRP) which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content is related to a topic that the student chooses to study in depth and is relevant to the field of school psychology. The research portion of the project is completed through a sequence of three courses. In addition to the GRP, candidates are required to present their research findings and paper to a faculty and peer panel. The intent of the three-course sequence is that candidates will be able to generate research that could, if successful, serve as the basis for a presentation at a professional conference. Candidates have presented posters or papers at the annual meeting of the California Association of School Psychologists, and a few

have presented at the annual meetings of the National Association of School Psychologists or the American Educational Research Association.

Candidates complete a performance-based portfolio during their Practicum and Internship/Fieldwork. The portfolio is evaluated by program faculty and field mentors for evidence of skills competency. The evaluations are performed online using Taskstream, including both ratings and qualitative feedback.

Candidates must earn a passing score of 165 on the Praxis II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the Praxis 2, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP). Passing rates on the Praxis show steady improvement over the most recent 4-year period.

Candidates report clear understanding of assessment requirements and expectations. They indicated that faculty prepared them at each level of the assessment process. They also reported that faculty provided timely feedback to support development and progress. Candidates appreciated opportunities to collaborate with faculty and encouragement/mentoring to present posters and/or papers at professional meetings.

Findings on Standards
After review of reports, documentation, and extensive interviews all standards are found to be *Met*.

School Nurse Services Credential Program

Program Design
School Nurse Services Credential (SNSC) program is a non-degree, post-bachelor's specialty program that prepares registered nurses who have completed a Bachelor of Science degree in Nursing to be effective practitioners of school health. The goal of this program is to provide an educational experience based on the standards of quality and effectiveness for programs of professional school nurse preparation identified by the Commission on Teacher Credentialing (CTC) as well as meeting the educational mission of the University.

The SNSC Program is administered in the APU School of Nursing under the leadership of the Program Director and School of Nursing Dean. The Dean reports to the Provost. The program is offered as a nursing specialty within the APU Graduate Nursing Program. The 29 unit credential program is offered in collaboration with the School of Education where candidates take 3 units of an approved curriculum development course. The majority of the program, consisting of advanced coursework and fieldwork devoted exclusively to the theory and practice of school nursing, is completed in the School of Nursing.

In the last two years more specificity has been added to course and fieldwork learning outcome descriptions so that candidates will address particular school practices (e.g. as in the

theory and practice course discussing the following interdisciplinary team approaches: a. IEP; b. 504 Plan; c. Student Intervention (SIT)/ Student Support Team (SST); d. Individualized health plan; and e. Emergency care plan. In addition more attention has been given to the collection and analysis of outcome assessment and the engagement of feedback from candidates and preceptors.

The preceptors are experienced school nurses who not only provide mentoring and supervision to the candidates in fieldwork, but also serve as an eye and ear in the field to provide advice to the program. Through their assessments and feedback to the faculty the program is continuously kept current. The faculty are engaged in research and engagement in practice constantly monitoring the issues facing school nurses. Candidates who are practicing school nurses on preliminary credentials provide continuous feedback through coursework and online communication. Faculty qualifications include expertise in school nursing, pediatric nursing, teaching, and/or in areas related to a specified subject area (e.g., audiometry).

The curriculum provides for both lecture and field work experiences so that candidates are able to apply theory and content during practicum/field experiences under the supervision of an APU nursing faculty member and/or as part of a mentor experience with an appropriate onsite preceptor who must meet rigorous preceptor criteria. Candidate learning experiences are carefully identified and planned for optimal candidate enrichment. Classroom learning includes the use of up to date electronic learning management systems. Courses are structured so that there is an emphasis on expected learning outcomes that link theory, evidence based research, and nursing practice together. Candidates must also take a course in the School of Education related to curriculum development so that they have an opportunity to work together with teacher candidates learning and applying the key principles of curriculum development.

Evaluation and assessment is an integral part of the SNSC program structure. Student, faculty, individual course, and program evaluation are ongoing and systematically conducted to judge effectiveness and the need for change. Critical appraisal is a core value of the APU experience. The School of Nursing at APU undergoes a regular professional assessment process by the California Board of Registered Nursing and the Commission on Collegiate Nursing Education. Therefore, the APU School of Nursing has a well-polished internal committee structure that routinely evaluates all of its nursing programs including its SNSC offering. The faculty believes that ongoing evaluation is a fundamental to the structure of this program.

Course of Study
The SNSC option requires a candidate to complete a total of twenty-nine (29) units to qualify for the credential. Twenty-six (26) units are completed in nursing coursework. Three (3) units are completed related to content in Educational Foundations and classroom management or in Curriculum Foundations. All of these units are completed at the graduate level. The

Director of the School Nurse Credential Program must approve the education course. Most courses are delivered via a face-to-face course, hybrid course (with some online components), or a few in a totally online environment.

Building on the nursing theory courses are the foundation courses in education and audiology. These are seen as essential to enhance the nurse's understanding of the uniqueness of the school environment and to enhance the ability to perform health screenings of school children. Beyond these courses the School Nurse Services Credential candidates takes theory and clinical courses that focus on the care of children in the school setting. The emphasis of these courses is the acquisition of skills for advanced health assessment and health screening for health promotion.

Two clinical performance portions of this program focus also on healthcare assessment and management of children and adolescents. The goals of this clinical performance component are to emphasize the development of critical thinking skills in candidates, to focus on the acquisition of advance nursing skills and knowledge in the assessment and care of children and their families, to promote the use of evidence-based nursing practice, and to provide opportunities for active partnership/mentoring of candidates as they apply scientific theory and knowledge during the actual health care encounters with children and families in school settings.

Candidates, completers, preceptors (fieldwork supervisors) and the fieldwork coordinators all report that the fieldwork activities and the evidence gathered about these activities are one of the most valuable parts of this experience. All the candidates and completers indicated that the linkages between theory and practices were strength of the program. They found the work challenging and rigorous. All candidates are currently in school nursing positions and the preceptor assigned to them is almost always a more experienced credentialed school nurse within the same district. There is Preceptor Placement Coordinator and a faculty member who teaches the theory and practice courses.

Candidate Competence
Multiple evaluation criteria are used to evaluate the candidate's performance. Each candidate is required to successfully complete all coursework for the credential, which is assessed by the course faculty. The preceptor evaluates the candidate's success during the field experience/clinical performance. The candidate also does a self-evaluation. The candidate may also submit other documentation of their ability to assess children and work with families in school settings. Evidence is also reviewed to determine that the candidate has successfully completed all competencies including the teaching of a health education topic, assessments of medically fragile and learning disabled children, attendance at a school board meeting, and participation in meetings to develop an Individual Education Plan for a child. The instructor for the theory and practice course grades all written assignments and reviews the preceptor evaluations with both the candidate and the Director of the program. This course also includes a capstone project that the candidate presents as the culminating

documentation of successful completion of the credential program.

Candidates are constantly in contact with the Program Director who monitors progress toward credential completion. When all program and legal requirements are met successfully, the Program Director forwards the recommendation for the School Nursing Credential to the Credential Analyst who reviews all credential requirements, advises, and supports the candidates with the application process.

The Program Director analyzes the assessment data of candidate competence and the responses to the feedback tools on faculty and preceptors and shares it with the program faculty for program improvement. Because the program has a small enrollment (less than 20 candidates per year) much of the program assessment is more informal through interaction between faculty, candidates, alumni, and preceptors.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are *Met*.

Teacher Librarian Program

Program Design
The Teacher Librarian Services Credential and Master of Arts in Education in School Librarianship is an online program offered to students globally. The program reflects the mission of the institution and the University Libraries as well as the conceptual framework of School of Education where it originated in 2002. In summer of 2013 the program moved to the University Libraries under the leadership of Dean of the University Libraries. The Dean of the University Libraries reports to the Provost. The program now resides in the new Department of Library and Information Studies under the continuing leadership of the the program director. The linkage to the School of Education (SOE) remains strong and resources are shared. The program director communicates with the SOE Associate Dean of Assessment and the Office of Credentials and Student Placements. She also attends accreditation meetings in the SOE as part of the director's intentional collaboration with the school.

The credential program of 30 units addresses the CTC program standards for the Teacher Librarian Services Credential. Candidates must complete prerequisites prior to admission the program including holding a teaching credential. Coursework and fieldwork are normally completed over a two-year period with each course offered once a year. Knowledge and understanding of working with diverse student populations is a strength of the program. Completion of the coursework precedes the final fieldwork course where candidates are supervised by a School Librarian credential holder usually within the same school districts and guided by the fieldwork faculty. Candidates must complete fieldwork experiences at all K-12 levels. During fieldwork, candidates put into practice assignment from their prior courses to

meet the needs of diverse learners. Candidates build a portfolio (most create a website with Weebly showcasing their work). In addition a new course, Information, Multiliteracies and Digital, Multiple Environments, is being designed that would allow interested candidates to add the Special Class Teaching Authorization to the current Teacher Librarian Credential, providing candidates with a broader range of skills and teaching opportunities.

The faculty, program director, and Dean are active in the area library community and actively participate in a regional consortium of academic and public libraries. In addition the Library hosts several events related to history and STEM curriculum that draws Los Angeles County teachers, students, and administrators to campus. These interactions with other professionals provide guidance and advice to the APU Teacher Librarian program.

Course of Study
Candidates and completers indicated that the online program design meets their professional expectations and provides them with the necessary skills, knowledge, and practice to succeed in teacher library positions. They want the program to continue to be on the cutting edge of digital information literacy. Fieldwork which often is completed as an employed teacher librarian has provide the opportunity to expand the role of the library in the school environment by providing support to both the classroom curriculum and teachers. Candidate fieldwork projects have provided the schools and students with extra-ordinary learning experiences. Completers have been very successful in their roles as teacher librarians and one graduate has taken a leadership role in a credential program at another institution.

Teacher librarians collaborate with teachers to ensure that all students have access to equitable schooling experiences in diverse learning communities. The program provides candidates with a variety of educational experiences within the definition of literacy for 21st century global, digital societies. In addition, the program prepares ethical, caring and reflective professional educators who possess the knowledge, skills and dispositions to create resourceful school library environments, which impact the lives of diverse learners.

Candidate Competence
Assessment of candidate competence of the Teacher Librarian Services Credential is a collaborative effort with the School of Education (SOE) assessment system. Multiple measures of assessment are employed. Course completion with signature assignments scored on rubrics that become an online portfolio along with samples of work from candidates' fieldwork projects are two measures of assessment. Candidates complete self-assessments of skills, knowledge and dispositions. In addition, faculty assess each candidate. Fieldwork supervisors assess fieldwork candidates. The final portfolio is reviewed by the program director. There is continuous monitoring the progress of each candidate by the program director in concert with course faculty. Continuous communication between candidates and the program directors provides a bridge to support student success. APU faculty and administration indicated that the

program could take better advantage of the institution-wide Center for Teaching, Learning, and Assessment to use aggregated assessment data to improve the program over time.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, administrators, and supervising practitioners, the team determined that all program standards are ***Met***.