

Discussion of the 6 Month Report for Alliant International University California School of Education (CSOE)

February 2025

Overview of this Report

This report provides information on the actions taken by Alliant International University addressing the stipulations resulting from their accreditation site visit in April of 2024. Alliant International University submitted a [Plan of Action](#) which is a comprehensive evidence document that includes links to supporting evidence for the actions taken to date. A summary of actions taken to date addressing each of the stipulations is included in this report.

Staff Recommendation

Staff recommends that the Committee on Accreditation accept this report. The revisit for Alliant International University is scheduled for March 25-27, 2025 at which time constituents will be interviewed and more documentation reviewed. Information gathered at the revisit will provide a more complete assessment of alignment to the standards.

Background

An accreditation site visit for Alliant International University was held virtually and took place on April 7-10, 2024. Following discussion of the [report and its recommendations at their June 6, 2024, meeting](#), the Commission on Accreditation (COA) determined that the institution be granted **Accreditation with Major Stipulations**.

Preconditions

All preconditions were determined to be **aligned**.

Program Standards

All program standards for the Preliminary Multiple and Single Subject credential with intern program were met with the exception of Standard 5 which was **met with concerns** and Standard 3 which was **not met**.

Standards 1 and 6 for the Preliminary Education Specialist Mild to Moderate Support Needs with intern program were met; Standards 2, 4, and 5 were **met with concerns** and Standard 3 was **not met**.

All program standards for the Preliminary Administrative Services Credential Program were **met** with the exception of Standard 8 which was **met with concerns**.

All program standards for the Pupil Personnel Services – School Counseling program were met with the exception of Standard 4 which was **met with concerns**.

All program standards for the Pupil Personnel Services – School Psychology Program were met with the exception of Standard 2 which was **met with concerns**.

All program standards for the California Teachers of English Learners were met with the exception of Standard 1 which was **met with concerns**.

Common Standards

All Common Standards were determined to be met with the exception of Common Standard 2 which was **met with concerns** and Common Standard 3 which was **not met**.

Summary of Actions Taken To Date

This report is a summary of the action plan to address stipulations placed on the institution by the COA at its June 6, 2024, meeting. Evidence of the program's responses are outlined and linked in the [Plan of Action](#) document with an emphasis on effective and informative communication in the spirit of maximizing the candidate experience and continuous program improvement.

The Alliant University California School of Education (CSOE)'s summary of actions taken in response to the summary report reflects the implementation of processes and initiatives to assure that candidates and stakeholders are able to articulate the systems of support that are available to candidates addressing the following stipulations:

Stipulation 1: That candidates and stakeholders are able to articulate the systems of support that are available to candidates addressing:

- a. **the support, advice, and assistance to promote candidates' successful retention in the program provided by the unit is effective. (CS2, MS/SS, MMSN, PASC)**
- b. **the candidates access to appropriate personnel to assist them in identifying and meeting program requirements. (CS2, MS/SS, MMSN, PASC)**
- c. **the unit's clearly defined process in place to support candidates who are struggling and need additional assistance to meet competencies is effective and effectively communicated to candidates. (CS2, MS/SS, MMSN, PASC, PPS)**

In response to:

- a. ***the support, advice, and assistance to promote candidates' successful retention in the program provided by the unit is effective. (CS2, MS/SS, MMSN, PASC)***

Common Standards:

The institution has made an investment of fiscal and personnel resources to expand leadership to focus on supporting personalized learning and candidate support across all programs to maximize the candidate experience using high touch strategies for promoting candidate successful retention. At the time of the last visit, a single program director oversaw all candidates within the teacher education program. Since the visit, the institution has

restructured and hired three program directors for teacher education, including a Multiple Subject Program Director, Single Subject Program Director and Education Specialist Program Director each overseeing and promoting the progress of candidates within their area. Additional new positions with responsibilities related to promoting successful retention include a CSOE Dean of Accreditation and Quality Assurance, edTPA Coach – Education Specialist, and Clinical Practice Manager with additional new positions added within the internal stakeholders that will contribute to program and candidate success.

In collaboration with the Academic Advising team, CSOE revised the onboarding process, *New Student Onboarding* (NSO), for a more personalized experience in conjunction with its new candidate support assessment, *New Student Assessment* (NSA), ensuring enrolled candidates receive relevant information and timely access to resources. The intent is to deliver important information about the educator preparation program, to establish the practice of clear information for candidates from the beginning of the program for a holistic experience at the onboarding level and to ensure the support is effective for candidates.

Additionally, the advising team implemented a revised New Student Onboarding Survey in the August term to gain real time candidate feedback to further identify areas to strengthen student support and communication. Increased encouragement from advisors to candidates regarding the importance of completing the survey resulted in an increase in respondents from 36% of new candidates in July to 60% of new candidates completing the survey in the August and October terms. Overall, over the two enrollment terms, a mean of 87% of candidates felt confident navigating their online classes via LMS, Canvas. Eighty-two percent of candidates attended the *Canvas 101 Webinar* and 90% attended the *New Student Onboarding* (on-demand). While scaled data showed that 93% of candidates would refer others to Alliant, it was noted that certain resources were available such as [only] 42% of candidates scaled *clarity of expectations* as being fully supported. As a result of the *Student Assessment Survey* results, the advising team collaborated with CSOE to launch a *Student Communication Campaign* (week 6 of each term) focusing on the top two support resources identified by respondents—*Study.com* and *Brainfuse*. NSO attendance contributes to new candidates feeling confident in the start of their program, accessing resources and understanding Alliant policy and procedures. Additional efforts and initiatives are being implemented to improve NSO attendance rates with a goal of 100% participation in either live webinar or on-demand options. The campaign highlights the benefits of these tools and provides clear instructions on how to access them. This level of support and effective communication may impact successful retention.

All credentialing programs revisited the compositions of their advisory boards to ensure key constituencies such as employers and community partners are engaged and providing feedback about the quality and relevance of the preparation programs and scaffolding to promote retention. Further, advisory board agendas were restructured to incorporate opportunities within the meeting agenda for members to reflect and inform the program of recommendations for continuous improvement. The feedback and varying perspectives shared by community partners allows for improved program changes that impact retention.

As part of its response to increasing mechanisms for engagement, positive faculty-candidate relations, and candidate feedback on the effectiveness of the program, CSOE has begun to develop *Student Advisory Boards* beginning with the pilot PPS Program. Applications of interested candidates were accepted through October 31, 2024.

- PPS School Psychology Student Advisory Board- Policies and Procedures (PDF document)
- Email to candidates inviting them to apply to the Student Advisory Board + in person opportunities to meet the Program Director (email)
- Student Advisory Board- Meeting to review Applicants with Core Faculty and Staff (calendar)

Program Standard:

Multiple Subject/Single Subject (MS/SS) and Mild to Moderate Support Needs (MMSN) – The teacher education programs (Multiple Subject, Single Subject, and Education Specialist) developed two (2) bi-weekly announcements to provide candidates, faculty, and staff with updates and notices along with reminders to share feedback about their experiences with their program directors and deans; the bi-weekly announcements are chronicled in the *Academic Pulse* (teacher candidates) and *Teaching Times* (faculty and staff). The intent is for this increased level of systematic communication to have a positive impact on the candidate's learning, competency development, and experience.

Leadership and program directors worked collaboratively to develop a plan for revisiting and restructuring of advisory boards (as stated above). All CSOE credential programs added language to the current *Assurance Form* to more clearly define the online instructional delivery and resources available to candidates for meeting competencies. Program directors work more closely with the compliance department to implement attestations, addendums, and assurance forms as needed to promote constructive and effective communication depending on the individualized needs of the candidates.

Preliminary Administrative Services Credential (PASC) – All CSOE credential programs added language to the current *Assurance Form* to more clearly define the online instructional delivery and resources available to candidates for meeting competencies. Program Directors work more closely with the compliance department to implement attestations, addendums, and assurance forms as needed to promote constructive and effective communication. This level of individualized support will establish a holistic and positive candidate experience and promote retention.

In response to:

- b. the candidates have access to appropriate personnel to assist them in identifying and meeting program requirements. (CS2, MS/SS, MMSN, PASC)***

Common Standard:

In collaboration with advising, admissions, finance, and credentialing, CSOE launched EDU-Direct to provide candidates with a single point of contact and coordination across all lines of communication including instructors, student advising, and credentialing support. EDU-Direct further supports candidates in navigating program resources. The EDU-Direct model was established to address the needs of all divisions, scope of services, implementation timeline, service levels, data insights. This EDU-Direct initiative has established an effective and timely two-way communication option for candidates. When candidates call the university, they are directed to a support person specifically related to their need. With EDU-Direct, candidates have access to a direct number (866-782-9415) or email (edudirect@alliant.edu) placing them in touch with an advisor in real-time for immediate two-way access for support.

In addition to this direct access (EDU-Direct), advisors initiated a “You’re Halfway Through the Term!” text campaign in week 4 of the term which aligns with Alliant’s proactive advising model by initiating contact during critical points in the candidate’s educational journey. This intervention emphasizes the intent for ongoing communication between the candidate and their advisor in an effort to support the candidate’s success and retention. Based on the analysis results for the August term, candidates prompted by the “halfway through the term” text campaign show lower participation numbers (at 3%) for seeking ongoing communication than the first week of the “check-in text” campaign (at 7%), which indicates that supports are being provided resulting in lower numbers at the halfway checkpoint. Analysis of data will continue to determine if these campaigns are successful approaches for providing candidates with support and access points. A CSOE Directory has been added to all Canvas Courses via the homepage to ensure candidates are guided appropriately.

The CSOE deans and program directors now attend the *Meet & Greet* meetings for candidates that are hosted by the advising team (2024-2025 academic year: each term) – these meetings will continue for each term. During the meetings, the deans provide candidates with their contact information and encourage candidates to connect for individualized support and guidance with an emphasis on the CSOE directory found on each Canvas course homepage and reminder of the bi-weekly Academic Pulse with updates and resources including lines of communication. Additional enhancements that support candidates to successfully meeting program requirements include:

- providing a list of Alliant campuses to candidates to encourage them to leverage available on-campus connections and resources and to support holistic community-building.
- sharing online candidate best practices gathered from current students and providing summary slides at key points to help information retention.
- increasing *New Student Orientation* (NSO) attendance through attendance tracking and personalized outreach (October term). Implemented sharing of NSO on-demand recording with all candidates. Recording includes a mechanism to report viewership (October term).

CSOE recognized that previous orientations were not being attended, and previous resources were not being accessed. The above initiatives are being tracked, and feedback is being collected to ensure that attendance and participation are occurring. This data is critical in the school's effort to support candidate success and improve candidate success.

The institution has re-launched the *Alliant Blue Carpet Training* initiative, beginning in Q1 2025, which provides faculty and staff with guiding procedures for maximizing the candidate experience. Alliant International University remains dedicated to creating an enriching supportive environment for candidates, faculty, and staff.

This initiative is thoughtfully designed to align current faculty, staff, and leadership with the university's Impact Values while equipping them with the skills and strategies needed to deliver exceptional service to candidates and stakeholders.

By seamlessly integrating customer service excellence with the university's mission, Alliant Blue Carpet fosters a culture rooted in empathy, responsiveness, and professionalism. Additionally, the program is a key component of onboarding for new faculty and staff, ensuring that every member of the Alliant community is prepared to uphold and advance this culture from day one. This initiative seeks to strengthen connections across the university, enhance the overall experience, and reinforce Alliant's reputation for meaningful engagement and positive outcomes.

Program Standard:

MS/SS and MMSN— All teacher candidates (Multiple Subject, Single Subject, and Education Specialist Student Teaching and Interns) have access to the new EDU-Direct; this initiative has established a two-way communication option for candidates to get support from appropriate personnel and assistance promptly for meeting program requirements. When candidates call the university, they are directed to a support person directly related to their need. With EDU-Direct, candidates have access to a direct number (866-782-9415) or email (edudirect@alliant.edu) placing candidates in touch with an advisor in real-time for immediate support.

PASC – The program developed a new personalized onboarding process through its new candidate support assessment tools ensuring enrolled candidates receive relevant information and timely access to resources. The program director holds 1:1 meetings with each candidate and coach to ensure individualized support is provided for identifying and meeting program requirements.

In response to:

- c. the unit's clearly defined process in place to support candidates who are struggling and need additional assistance to meet competencies is effective and effectively communicated to candidates. (CS2, MS/SS, MMSN, PASC, PPS)***

Common Standard:

CSOE implemented additional specialized instructional supports and tailored approaches to engage and support candidates with online instructional delivery such as enhanced video supports and synchronous office hours. When needed, the program directors work with the compliance department to implement candidate attestations and addendums and candidate assurance forms in response to individualized candidate needs and to promote constructive and effective communication.

Email, Canvas announcements, and phone calls have historically been used to initiate two-way contact with students. Since the CTC visit in spring, the university has implemented a *Text Campaign* initiative. CSOE leadership collaborated with program directors, advisors, the credentialing department, and the clinical department to establish a list of important dates and announcements pertinent to a candidate's experience and success and sent these notices via a text message announcement. The student advising "check-in" text message campaign launched during the July and August 2024 terms encouraging any student with questions or needing additional support to respond for assistance. As a result, 34 of the 298 new candidates responded seeking additional guidance and support.

The advising team initiative includes a *New Student Assessment* (NSA) to personalize the candidate onboarding experience for newly enrolled candidates, ensuring they receive relevant and timely information including access to resources that are imperative for their academic journey and success. This initiative was launched during the 4th week of the July, August, and October 2024 terms (412 surveys sent/188 responses).

Program Standard:

MS/SS – The edTPA Coaches developed a new *Roadmap* to assist candidates with meeting competencies for the edTPA for all teacher candidates (Multiple Subject, Single Subject, and Education Specialist Student Teaching and Interns). This Roadmap provides an overview of the process for the edTPA submission and additional supports available for candidates. In addition, the edTPA coaches increased their webinars to bi-weekly and now include reminders of office hours via the new bi-weekly announcements chronicled in the *Academic Pulse* (for teacher candidates) and *Teaching Times* (faculty and staff).

In MS/SS, in addition to weekly office hours, program directors are providing *announcements via Canvas courses* to allow candidates access to pertinent updates or notices for those unable to attend the office hours.

For the MMSN program, in collaboration with the academic advisors and student services, program directors developed advising newsletters to provide candidates each term for guiding support. In addition to weekly office hours, program directors are providing *announcements via Canvas courses* to allow candidates access to pertinent updates or notices for those unable to attend the office hours.

PASC – The program now holds *Meet & Greet/Orientations* for administrative coaches (2024-2025: July; October) and *Welcome Webinars* to support candidates needing additional assistance for meeting program competencies. The program director now hosts *Cycle 2 Review Sessions* and has added *CalAPA Study Sessions* in addition to *1:1 sessions* with candidates to address individualized needs and to provide additional assistance.

PPS – The PPS School Psychology program director has taken an active role with added initiatives for increasing opportunities for increased two-way communication and engagement with candidates and district employed supervisors (DES). The program added *Site Supervisor Complimentary Trainings* and *Field Experience Q&As* with the program director (2024-2025 academic calendar: December 11; April 2).

In addition, the program director now participates in all *New Student Orientations (NSOs)*; for example, the August term *Introductory Speech* (for the NSO) included reference to the necessity that the *Theory to Practice* model be practiced in all areas, most especially in assessment courses. The program has added field experience instructor emails and meetings for increased guidance (monthly). This redesign of candidate orientations aligns more closely with programmatic experiences inclusive of real-time candidate feedback.

The program director has added *Coffee Chats with the Program Director* (every 3rd Monday of each month), which allows for increased candidate opportunities for individualized guidance, support, and two-way communication.

The program director has added *Faculty Chats*; this additional forum provides opportunities for faculty and candidates to gather and provide perspectives, feedback, and discourse, about the program for continuous improvement.

- Faculty Chats are held once per term.
- Presenters include the program director and core faculty and/or guest speakers.
- Questions are collected ahead of the meeting via Microsoft Forms and answers are discussed after the presentation.

Stipulation 2: *That site-based supervisors are selected, receive training in supervision, are oriented to the supervisory role, are evaluated by the program, and engage in two-way communication with the program that is effective and systematic. (CS3, MS/SS, MMSN, PPS, PASC)*

Common Standard:

All credentialing programs developed forums for faculty, adjuncts, staff, and partners to engage in opportunities to jointly review program processes related to supervision of field experiences for increased viewpoints and reduced silos (e.g., Adjunct Faculty Forum meeting).

The institution updated all program *Assurance Forms* (beginning the August term) to communicate expectations for candidates and guided clinical practice instructors (university supervisors) on these updates.

The credentialing programs enhanced online orientations and training protocols with opportunities for synchronous *Clinical Practice Orientations* to promote two-way communication with candidates and wrap-around services for supporting the distance learning model with face-to-face options for increased two-way communication (beginning the August term).

The credentialing programs are collaborating with the instructional design team to revise the course evaluations for more effectively evaluating the site-based supervisor for implementation in the March term. The addition of candidate and site-based assessment surveys to increase feedback about program satisfaction and to guide program changes are currently being developed for implementation of a March term pilot. The above initiatives (as detailed in the District Engagement Plan) and survey data will be monitored and disseminated by the clinical practice manager. Per the MOU, the district is responsible for ensuring that the site-based supervisors are assessed for meeting the minimum knowledge competencies and required qualifications for supervising candidates. The clinical practice manager (Teacher Education), Director of Clinical Practice (PPS), and program director (PASC) have increased practices for orienting site-based supervisors on their supervisory role which has impacted and increased two-way communication.

The District Engagement Plan (DEP) will provide additional support and engagement with Clinical Practice specifically aimed to improve processes on how site-based supervisors are selected, receive training in supervision, are oriented to the supervisory role, are evaluated by the program, and engage in two-way communication with the program that is effective and systematic. The proposal for the plan includes the following initiatives:

- (1) Enhance Focus Meetings to better meet the needs of the districts. Invite district support providers, site-based supervisors, mentors, and human resource personnel for active engagement. Develop a survey to better understand the needs of the districts and to guide the meetings;
- (2) Pilot a Week 3 assignment that guides candidates in facilitating a meeting with the district support provider and clinical practice manager for Clinical Practice III; and enhance open lines of communication between the university supervisor and the district support provider.

Program Standard:

MS/SS and MMSN– All teacher education programs (Multiple Subject, Single Subject, and Education Specialist Student Teaching and Interns) have increased two-way communication with site-based supervisors and district employed supervisors to better orient them on program processes and expectations through a variety of new and/or revised practices. The program

developed a *District Employed Supervisors (DES) Assurance Form* to guide site supervisors and set program expectations for site-based supervisors.

The institution added a new *Clinical Practice Manager* position (beginning December) for additional support and facilitation with site supervisors with the process for receiving training via Professional Development for Mentor Teachers (PD4MT) and program onboardings and orientations concerning expectations in their role. The clinical practice manager has added opportunities for district employed supervisors (DES) to meet with programs in forums that encourage two-way communication opportunities and occasions for sharing feedback. Additionally, an assignment has been added to Clinical Practice III (as a pilot) to direct candidates to arrange a meeting with the clinical practice manager together with their site-based supervisors during week 3 to enhance two-way communication and guidance on supervisory roles and expectations with the program.

PPS – The PPS School Psychology program director has taken an active role with added initiatives for increasing opportunities for increased two-way communication and engagement with district employed supervisors (DES):

The program added a website using the notion platform to connect with district employed supervisors (DES) and promote two-way communication opportunities. The clinical practice team added the practice of sending “Thank you” follow-ups to DES using Canvas, which allows for input and feedback about the program to promote two-way communication and program improvement opportunities. The program now extends the Bookings platform for site-based supervisors, which was not previously an option. The clinical practice director and coordinator meet with site-based supervisors and offer in-person meetings if preferred, which were not previously an option. These practices offer opportunities for two-way communication and increased engagement. The *Bookings* platform is now used by DES for booking appointments with candidates or site-based supervisors with the option to share the reason for meeting when scheduling to increase preparation and effectiveness for the meeting.

To further clarify the responsibilities and requirements of the site-based supervisors, the clinical practice team now joins the courses for school psychology and school counseling related to group counseling hours to share resources and opportunities for appropriately documenting hours to further clarify the responsibilities and requirements of the site-based supervisors.

PASC –The program created a guiding *Welcome Webinar* to orient coaches on their supervisory role. Additional new practices such as *Meet & Greets/Orientations* for administrative coaches (2024-2025: July; October) and Cycle 2 Review sessions will further support opportunities for better guidance on the site-based supervisory role and promote two-way communication. The program director added CalAPA Study Sessions in addition to 1:1 sessions with candidates to address individualized needs and engage in two-way communication. Evaluative forms including a new *End of Term Survey* are now completed by the administrative coach within the Assessment Management System (AMS).

Stipulation 3: *That the programs effectively use assessment measures to effectively evaluate fieldwork and clinical practice to provide candidates formative feedback on competencies. Candidates reported inconsistent evaluations. (CS3, MS/SS, PASC)*

Common Standard:

The institution took actions to audit current assessments, tools, and rubrics to validate assessment measures are standards aligned and effectively evaluate fieldwork and clinical practice. These audits occurred at various times throughout the 2024-2025 academic year and continuous reviews of feedback are occurring to document the effectiveness of these changes due to the site visit. Additionally, the programs met across-disciplines to increase consistency and calibration of evaluative methods and criteria for tools and rubrics. To further ensure consistency, all programs implemented training on formative assessments for instructors as part of the onboarding process.

Across all programs, faculty are working with the Instructional Design team to revise the Assessment Management System (AMS) *Tutorial Videos* to improve calibration among instructors for supporting consistent evaluations and candidate competence and success. The improvement began in the October term and is in progress. The programs are continuing to analyze feedback from these revisions to note improvements in calibration and candidate success.

Program Standard:

MS/SS and MMSN– CSOE increased the number of meetings for the 2024-2025 academic year with faculty and adjuncts (including university supervisors) from once per term to bi-weekly and added breakout rooms and interactive discussions to strengthen knowledge and provide calibration training of the assessment tools for increased consistency in assessment.

For the 2024-2025 academic year, the program is working on the development of a pilot project to assess the effectiveness of the existing *Guiding Principles Disposition Checklist* among select candidates in CP II and CP IV including DESs to better support assessment practices and reduce inconsistent practices. During the pilot development, the program will develop a process for measuring the effectiveness of the checklist and for calibrating the instructors using the tool.

The program developed *Focused Observation* assignments for Clinical Practice III as a pilot to provide opportunities for candidates to have deeper observational experiences with students. By the end of the 2024-2025 academic year, focused observation assignments will be integrated throughout all clinical practice courses and throughout all teacher education programs (Multiple Subject, Single Subject, and Education Specialist).

The *Lesson Plan* template is currently being revised during the 2024-2025 academic year and will be ready for piloting in Term 5 and will be implemented fully during the 2025-2026 academic year. These revisions are guided by candidate and District Employee Supervisor (DES) feedback and will focus on alignment with TPEs for further developing candidates in the areas

of literacy-content, English Language learners, and meeting the needs of all learners including students with special needs while preparing candidates for edTPA lesson planning.

Pursuant to Senate Bill (SB) 488 and PSA 24-01, selected CSOE teacher education faculty reviewed syllabi and identified program assessments for preparing candidates for the certification process for literacy instruction required of all Commission approved preliminary Multiple Subject and Education Specialist programs. CSOE ensures that candidates have planned experiences and interactions reflecting literacy across all disciplines on state standards, including English Language Arts (ELA) and English Language Development (ELD) standards followed by the master plan of study. Teacher candidates have multiple opportunities to master proficiency by way of *Introducing, Practicing, and Assessing* on the teaching of literacy themes in their program's coursework and clinical practices.

PASC – For the PASC program, the surveys and tools within AMS are now integrated into CalAPA fieldwork courses (via the LMS, Canvas) to increase consistency in collecting evaluative data and information on candidate progress and to better inform candidates on competencies. The current ASC curriculum re-design is ongoing to strengthen rubrics and assessments to provide candidates formative feedback on competencies.

Stipulation 4: *That candidates can articulate the effective support provided for the performance assessments required for their credential (MS/SS, MMSN, PASC)*

Program Standard:

MS/SS – The edTPA Coaches in collaboration with the support specialist developed a *Roadmap* and FAQ document for all teacher candidates (Multiple Subject, Single Subject, and Education Specialist Student Teaching and Interns) to assist candidates with meeting competencies for the edTPA and for other program assessment requirements including the Individualized Development Plan (IDP). The Roadmap and FAQ, available via Canvas, the resource page, or by request, provide an overview of the processes for successful program completion promoting effective articulation of the program requirements.

MMSN – In Clinical Practice III (for Education Specialist candidates), a discussion forum response was added that requires candidates to review resources available for the edTPA and provide insights and applications about what they learned. The edTPA Coaches in collaboration with the support specialist developed a *Roadmap* and FAQ document for all teacher candidates (Multiple Subject, Single Subject, and Education Specialist student teachers and interns) to assist candidates with meeting competencies for the edTPA and for other program assessment requirements including the Individualized Development Plan (IDP) for all teacher candidates. The Roadmap and FAQ provides an overview of the processes for successful program completion promoting effective articulation of the program requirements.

PASC – For the PASC program, the integration of CalAPA fieldwork courses and course rubrics (via the LMS, Canvas) with the AMS (Anthology), has established consistency in the assessment process. The current curriculum re-design is ongoing for the 2024-2025 academic year and the

revisions will improve candidate engagement and success. The additional practices such as *Meet & Greets/Orientations* for Administrative Coaches (2024-2025: July; October), new end of term course/program survey via AMS, and Welcome Webinars will further support candidate program success. The program director now hosts new Cycle 2 Review Sessions and has added CalAPA Study Sessions in addition to 1:1 sessions with candidates to address individualized needs.

Stipulation 5: That the candidates in the MMSN program receive content and opportunities to practice competencies related to Individual Education Plan (IEP) development and have fieldwork that provides opportunities to observe a variety of classrooms and settings and to select focus students for deeper observational study.

To address candidates in the MMSN program receiving content and opportunities to practice competencies related to Individual Education Plan (IEP) development, the MMSN program revised several courses. An Education Specialist faculty member revised Clinical Practice III (Assessment) course (full revision) to focus on special education assessment as it is related to the development and implementation of IEPs. The following are new requirements:

- Candidates view a mock IEP and reflect.
- Candidates complete the IRIS Module on High-Quality IEPs.
- An assignment requires candidates to complete a progress monitoring case study.
- Candidates spend a week learning about standardized assessments with multiple readings, videos, and assignments.
- Candidates spend two weeks learning about behavior assessment and the use of data-based decision making related to behavior intervention plans.
- Candidates spend two weeks of the course learning about the IEP process with multiple readings and videos.

The Special Education Foundations Course was revised to include the following:

- Candidates complete a Special Education Referral/Eligibility Timeline in an assignment.
- Week 5 of the course addresses Individual Education Plans with multiple readings and videos.
- Week 6 addresses procedural safeguards and due process with multiple readings and videos.

Clinical Practice IV was revised to include the following:

- Candidates create a special education referral and eligibility flowchart.
- Candidates are required to observe an IEP meeting and reflect.

For the 2024-2025 academic year, content experts and CSOE faculty will continue contributing content to develop an *IEP Resource Page* for all teacher candidates with an anticipated implementation by March 2025.

To address candidates in the MMSN program having fieldwork that provides opportunities to observe a variety of classrooms and settings and to select focus students for deeper observational study, the program developed the following actions during the October term (to be implemented in the January term):

- Two focused observation assignments were added to Clinical Practice III for Education specialist candidates.
 - The first assignment requires candidates to observe instruction for English Language Learners.
 - The second assignment requires candidates to observe in settings other than their clinical placement classrooms.
- Two discussion forums focused on the edTPA were added. The first requires candidates to reflect on resources available for Task 3: Assessment. The second requires candidates to reflect on the selection of focus students for deeper observational study.

Stipulation 6: That the candidates in the PPS School Counseling program articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations and that they participate in one and one half (1.5) hours per week of group supervision on a regular schedule throughout the field experience.

The PPS School Counseling program developed and integrated a *Self-Care Plan* in all practicum and internship courses during the August term. The program's *Internship IV* course added an assignment that requires the submission of a comprehensive *Self-Care Toolkit*. In addition, the program added self-care resources to the *Resource Page* and added "Back to School" Webinars (in collaboration with marketing) that review topics and current trends related to self-care.

School Counseling instructors of Practicum and Internship now log 12 hours a week (additional 2 hours) to meet the 1.5 hours of weekly group supervision for PPS School Counseling. The Practicum and Internship course size was reduced from 25 to 20 in order for university instructors/mentors to better manage weekly group supervision. Lastly, university mentors increased hours for instruction of the fieldwork courses to account for weekly group supervision (1.5 hours of required weekly group supervision).

Stipulation 7: That the candidates in the PPS School Psychology program receive content and theory prior to conducting practice of competencies.

The PPS School Psychology program faculty revised curriculum and related operations to better educate and engage candidates successfully during their journey with the program by ensuring they receive content and theory prior to practice. The program director worked with the Instructional Design team to adjust the *Master Plans of Study* so that candidates meet competencies for assessment prior to field practice and communicated these changes to instructors, candidates, and site supervisors accordingly. The program director increased

meetings with adjunct faculty and advisors each term to ensure policies and procedures are being upheld including reviewing all *Academic Exceptions* for candidates to reduce exceptions that may allow for altered Master Plans of Study to further safeguard that candidates will receive theory prior to practice.

The program provided communication by way of email and via synchronous meetings and emails with faculty, candidates, and site supervisors informing them of program changes concerning the importance of studying theory and meeting competencies for assessment prior to field experiences and prior to administering assessments to students in public schools.

Stipulation 8: That the CTCL program collaborates with local school districts and other teacher development programs to reflect the needs of teachers of English Learners.

The CTCL program has been added to the various meetings (e.g., Faculty and adjunct meetings, Advisory Board meetings, Directors Meetings, etc.,) and as a standing item on the agenda with the Alliant Teacher Education program to engage faculty in collaborative opportunities to reflect the needs of teachers of English Learners. The program director facilitates discussions with the faculty to gain feedback for guiding and informing curriculum changes related to English Learners.

CTCL program updates have been added as an agenda item to the Teacher Education Advisory Board meetings (beginning December 2024) made up of key constituencies such as employers and community partners. The CTCL program director will have opportunities to share updates and engage constituents in opportunities to share feedback and collaborate.

Next Steps

A revisit is scheduled for Alliant International University on March 26-27, 2025. The team lead and a team member with the state consultant will be conducting interviews with candidates and constituents and reviewing evidence to determine if the institution has addressed the stipulations and is in alignment with the standards. A report of this revisit will be submitted at the May 2025 COA meeting.