

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION
PROGRAM PROPOSAL**

COMMON STANDARDS



**Submitted to
California Commission on Teacher Credentialing**

April 2007

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Note 1: OC denotes documents that will be available on campus.

Common Standards

Standard 1: Education Leadership

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Response

California State Channel Islands has identified quality teacher and administrator education preparation as a priority commitment and currently offers the following credentials:

- Multiple Subjects Teaching Credential
- Single Subject Teaching Credential
- Special Education Mild/Moderate– Level 1 Teaching Credential
- Special Education Mild/Moderate– Level 2 Teaching Credential
- Administrative Services Credential – Level I

The quality of all programs ultimately is the concern of the entire CSUCI community – faculty, administration and staff. Our various credential offerings have been developed by faculty in the Education Program in consultation with our administration and the surrounding K-12 community. The Program Chair over see's all aspects of the credential offerings. All program and course changes must be reviewed by the University's Curriculum Committee, Dean, Vice-President for Academic Affairs, and the Academic Senate, which ultimately decides whether to recommend changes to the President (See Exhibit 1.1).

A high proportion of University resources are devoted to the Education credential programs. The Chancellor's Office of the California State University system holds the preparation of teachers as a major objective. Thus resources assigned to the various credential programs demonstrate a high level of support on the part of CSU Channel Islands.

Table 1
Credential Program Completers

	2002-2003	2003-2004	2004-2005	2005-2006	FALL 2006
Multiple Subject	15	76	82	60	17
Educational Specialist	0	4	14	15	0
Single Subject	0	0	14	21	11
Totals	15	80	110	96	28

Faculty, as a part of their workload assignment, support and advise credential candidates. Support is also demonstrated by the operation of support services on campus. A library/media facility, counseling, and a broad array of tutorial and support services are readily available to help ensure student success (Exhibit 1.2 CSUCI Catalog, Academic Support Services, pp.52-55 & 103).

There are various means by which the administrative needs of the program are met. The faculty meets regularly with the Vice President for Academic Affairs to inform the University regarding the effectiveness of the program and to present program needs. The Vice-President for Academic Affairs participates in program and governance meetings to ensure that needs are addressed promptly. The Credential Coordinators' meet regularly with the Program Chair to ensure ongoing and consistent program implementation. Additionally, the Education faculty meet regularly to ensure the most appropriate and effective implementation of the program.

The University is concerned that students, faculty and staff on the campus be treated with dignity, justice and with due respect for individual rights. Should situations arise when persons feel they have been treated unfairly or that their needs are not being met, they are encouraged to use the appropriate complaint and/or grievance processes explained in the CSUCI Student Guidebook (Exhibit 1.3, pp. 82-83.), the Collective Bargaining Agreement for faculty (Exhibit 1.4), and the CSEA Contract for staff (Exhibit 1.5).

Unit Management, Governance, Credential Program Liaison

The CSUCI faculty is organized into program areas across disciplines, without departments. Governance of the University occurs within the following framework. The Office of the Dean of Faculty selects and appoints a Program Chair upon the recommendation of the faculty (for each program area). The Education Program Chair attends semi-monthly meetings with the Dean of Faculty. At these meetings, the Dean shares information regarding the various programs, policies, and procedures. In turn, the Program Chair for Education meets regularly with the Education faculty to share information and to discuss important program issues and set policy for the program. These meetings include full-time, tenure-line and tenured faculty, and full-time and part-time temporary faculty. Members of the Teacher Credential Office attend these meetings as well, including the Coordinator of Field Placement and Credential Office staff. Faculty members from the various program areas meet regularly for articulation

and coordination purposes, e.g., multicultural, math, science, multiple subject and single subject. The overall organizational structure is well defined and described in detail in CSUCI Organizational Chart (Exhibit 1.6).

The Vice-President for Academic Affairs, is the chief academic officer responsible for all academic operations of the University, and serves as primary liaison for educational affairs within the University. The Dean of Faculty reports directly to the Vice-President for Academic Affairs and has oversight for each of the program areas, including Teacher Education (Exhibit 1.7).

The Teacher Credential Office operates under the guidance of the Associate Dean. The Teacher Credential Office provides a unique service to our students. From beginning informational sessions designed to provide materials that will facilitate entry into our programs to the verification of eligibility for a variety of credentials, the Teacher Credential Office staff offers ongoing assistance to students in all areas of their program as they prepare for entry to our program and as they exit with their given credential. Candidates and prospective candidates know that the Teacher Credential Office acts as a clearinghouse for all pertinent changes in requirements, modifications of state regulations, application and certification processes, and proper validation of records. Our Credential staff act as advocates for our students, and our teacher candidates consider the role of this office as vital to their progressing through our programs. It is our “one-stop center” for information and assistance for prospective, current and former students of the Teacher Education Program. For further information regarding the Teacher Credential Office, please visit our website: <http://education.csuci.edu/>

The various credential programs have been developed within the academic decision-making structure of CSU Channel Islands and are guided by the faculty of the Education Program under the direction of The Education Program Chair who oversees academic components of the program: curriculum, program design, course structure, and evaluation of the program as well as the hiring and assignment of faculty.

Administrative Services Credential

The daily operations of the Administrative Services Credential are managed within the Department of Extended Education. The program is directed jointly by the Education Program Chair and the Director of Extended Education. The Director of Extended Education is responsible for the operational elements of the program including admissions, scheduling of classes, and contracting with adjunct faculty who supplement the work of tenure track faculty who teach and advise in the program. The Department of Extended Education also employs an experienced administrator to serve as University Coordinator of the Administrative Services Credential. All personnel decisions are made jointly by the Education Program Chair and the Director of Extended Education.

Please note: Beginning in Fall 2007, the Administrative Credential Program will be solely housed in the CSUCI Education Program (state support) and will move out from the Office of Extended Education.

The CSUCI organizational chart shows the placement of the Extended Education Department under the direction of the Vice President for Academic Affairs and also shows the link of the Education Program to Extended Education in supporting and managing the Principals Leadership Program. The chart also shows the link between the Department of Extended Education and the Teacher Credential Office that will provide credential support for the Principals Leadership Program. Prior to admission, the Teacher Credential Office will review the application of each applicant to assure compliance with the requirements of CCTC.

At the conclusion of a given credential program, each candidate will be reviewed by the Teacher Credential Office to assure that the candidate has met all of the requirements of CCTC.

Standard 2: Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities and support personnel, among others are adequate.

Response

OVERVIEW

The University faculty and administration have provided support for the CSUCI Education Programs by their vision, resources, and structure as described in response to Common Standard 1. Using the University's mission statement as one of the primary focal points during the development of the CSUCI education programs, the faculty in Education have worked closely with the university community and education leaders throughout the county to identify resources needed to support the training of our teacher education candidates. Specifically, CSU Channel Islands has supported and provided the needed resources for the development and implementation of the following credential programs: Multiple Subjects (spring 2002); Single Subjects (Math, Science and English only) (spring 2004); Special Education Specialist Level 1: Mild/Moderate Disabilities (spring 2003), Level II Mild/Moderate (fall 2005), and Educational Leadership (spring 2004). Resources required to support these programs may vary somewhat between programs however, all programs require many of the same types of resources. These include program coordination, admission, advising, curriculum, instruction, and field experiences all of which are considered in the development and establishment of the program's budget. In addition university-wide resources including the library, media, computer facilities, support faculty, and staff in each of these areas are readily available to the students and faculty in Education.

On campus commitment to the Education Program's role in the community was recognized and supported as a high priority during the early period of the University's review of academic priorities for Ventura County. This included providing a budget to support the development of programs and faculty's work in this arena. During 2001 the education faculty had the unique opportunity to design education programs with education community leaders, university faculty, and administration.

As each of the Education Department's current programs was developed, proposals were systematically reviewed and critiqued by the Education and university-wide faculty. Ventura County education community leaders were asked to contribute during this process to ensure the programs met local education needs and encompassed the University's Mission. Following this procedure, programs were then submitted to the Commission on Teacher Credentialing for approval. This design process has been instrumental in helping the Education Program meet its commitment to provide highly qualified professional educators for both the local community and the State of California.

The developmental process described above started in 2001 by addressing the need for teacher preparation programs. This process led to the development of CSUCI's first program in Multiple Subjects. After community review, this program was approved by the CSUCI Faculty Senate and administration prior to receiving the CCTC's program approval in 2001. The next programs to go through this process were the Special Education Program, Education Specialist Level I: Mild/Moderate Disabilities in 2003, and the Education Specialist Level II: Mild/Moderate Disabilities was added to our existing repertoire of programs in 2005. Single Subjects programs (math, English, and science) were initiated in 2004. The Masters Degree in Education and Educational Leadership credential program was approved in 2004. In 2006 the degree program in Early Childhood Education was approved and will be launched fall 2007.

Multiple Subjects

After program approval by the CCTC in 2001, the Multiple Subjects Program enrolled its first 20 students in Fall 2002. This first cohort was supported by two full-time tenure track faculty; one of whom had responsibility for program coordination and advising as well as teaching. Other faculty included full-time and part-time lecturers. During the 2006-2007 academic year this program has grown to a total of 75 students with a faculty of 4 tenured track professors and 3 full-time lecturers some of whom also teach prerequisite classes as well. In addition, 10 supervisors work with student teachers in the Multiple Subjects Program.

Today the Multiple Subjects Teaching Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in an elementary or middle school with self-contained classrooms. This program specifically prepares teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning. Emphasis is placed on the K-8 student as actively engaged in his/her learning.

Single Subjects

The initial cohort in the **Single Subjects** Teaching Credential Program began their studies in spring 2004 with a cohort of 7 students (2 English, 3 math, and 3 science), 2 of whom were part-time - one of which was an Intern. The design and implementation of this program followed the same process as the other credential programs at CSUCI. Education leaders throughout the county, University faculty in each content area, public school and University administrators were included in the planning process. During the 2006-2007 academic year, the Single Subjects credential program has 28 students with one second semester part-time student and seven first semester part-time student. In addition 20 students are enrolled in the prerequisite program.

Currently, the Single Subjects program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as

a second language in the secondary school setting. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners. Currently, Single Subject Credentials are offered in mathematics, English and the sciences.

Special Education Specialist: Mild/Moderate Disabilities, Level I

The Special Education Specialist: Mild/Moderate Disabilities, Level I program was designed to meet the challenges faced by local school districts as a result of the severe teacher shortage in this area. The University's Special Education Programs were designed to provide highly qualified teachers to meet the needs of the local school districts and the State of California. Implemented in fall 2003, the original cohort enrollment was 13.

The Special Education Program: Mild/Moderate Disabilities, Level I, prepares candidates to teach students with mild/moderate disabilities in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability, or economic status) are capable of learning. Emphasis is placed on the K-12 student actively engaged in his/her learning. This is a post baccalaureate program that has two levels. Level 1 prepares candidates for a preliminary credential.

Special Education Specialist: Mild/Moderate Disabilities Level II

In fall 2005 The Special Education Specialist: Mild/Moderate Disabilities Level II was implemented with a cohort of 25 students. The Special Education Specialist: Mild/Moderate Disabilities Level II Credential Program is an advanced professional training program for special education teachers. The California Commission on Teacher Credentialing requires that candidates complete the Level II Credential within five years of completion of the Level I Preliminary Education Specialist Credential. CSUCI's Level II Program builds on the goals and objectives of the Level I Program. This program focuses on the diversity of students, collaboration between professionals and families, and effective instructional practices for students with disabilities. In alignment with the California State Standards, the Level II Program has formed a partnership with local school districts. Candidates for the Level II Credential are employed teachers who, in collaboration with their employing school district and the University, develop an induction plan. The induction plan describes the coursework and non-university related professional development activities in which the candidate will participate. Up to 25% of a student's induction plan may be completed through approved non-University activities. During the induction planning stage, the candidates identify an area of specialization that will be their area of focus. University and non-University activities guide the candidate in developing the expertise in the following areas: data-based decision making; behavioral, emotional, and environmental supports; current perspectives in special education; transitions from school to work; advanced assessment techniques; curriculum and instruction, and advanced collaboration and consultation with families and professionals.

Currently these two special education programs have 3 full-time tenure track faculty and are supported by full and part-time lecturers and supervisors who work with 57 students (2006-2007).

Administrative Services Level I

CSUCI offers a Administrative Services Level I Credential. that was implemented in 2004 through Extended Education. This Masters of Arts in Education combines the Administrative Credential with the Master's degree. Beginning fall of 2007, the Master of Arts in Education: Principals Leadership Program will become part of the Education Program.. This Master's program is designed to provide advanced preparation for educational professionals and leaders.

The Administrative Services Credential, implemented in 2004, used the same collaborative design process as the other teacher education programs. The original cohort in the spring of 2004 consisted of sixteen candidates. Currently 34 students are enrolled in cohorts II and III and supported by 4 tenure track faculty and 5 part-time faculty.

The Educational Leadership Program prepares candidates to complete the CCTC Preliminary Administrative Services Credential (PASC) and specializes in preparing them to serve in positions of education leadership in California's Public Schools. Integration of course work and field experiences provide students with multiple opportunities to learn and practice the application of leadership skills in relationship building and communication. They learn to apply, model, and analyze curriculum, instructional strategies, student and program assessment, and standards-based accountability systems. The program develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy. Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the CCTC. A Masters degree is required for CSUCI to recommend a candidate for a Preliminary Administrative Services Credential (PASC). Candidates already possessing a Masters degree, who successfully complete the required 30 units, will be recommended for the Level I credential without completing a research project.

Cross-Cultural Language and Academic Development

The **Cross-Cultural Language and Academic Development (CLAD) Certificate** prepares future and practicing teachers to teach students from diverse language and cultural backgrounds in the K-12 public school setting. Students who complete this program will receive training (theory and methods) in working with English Learners in K-12 school settings. Students will receive authorization in the areas of language, culture, and methods, as reflected in the CLAD competencies of the State of California.

FACULTY

As a growing university, CSUCI Education Department continues to build its full-time tenured track faculty. The process for hiring new faculty includes a comprehensive national

search procedure, screening by the faculty search committee, on-campus interviews of finalists, and final selection, by the President upon the recommendation of the search committee. The University has identified professional Education, specifically credential programs, for early investment of institutional resources.

The original Teacher Education Department faculty comprised Professors Joan Karp (Chair of Education and Special Education) and Lillian Castaneda (Language, Literacy, and Multicultural Education) in 2001. Robert Bleicher (Multiple Subjects, Science), Marilyn Buchanan (Coordinator of Multiple Subject, Math), and Jeanne Grier (coordinator, Single Subjects, Science), joined the original faculty in 2002. In 2003 Jill Leafstedt (Coordinator of Special Education) and Maria Denney (Special Education) joined the Education faculty. Tim Rummel was hired as a Special Consultant in 2003 to oversee the design of the Masters in Education and Educational Leadership specialization. He became the Coordinator of the Educational Leadership program in 2004. No new faculty were added in 2004 due to the university-wide hiring freeze. In 2005, Manuel Correia (Multiple Subjects, Literacy) and Tiina Itkonen (Special Education) were added to the faculty roster. In 2006 Kaia Tollefson. (Multiple Subjects, Social Studies) was hired to support our growing Multiple Subjects program. New faculty who will be joining the current CSUCI Education faculty in fall 2007 include Eric Toshalis (Single Subject, Social Studies) and Elizabeth Quintero (Early Childhood and Multicultural Literacy)

Dr. Karp was voted by the faculty and formally appointed Chair of Education in 2002. In 2006 she became Chair of Education and Liberal Studies.

Four full- time lecturers, three of whom are on multiple year contracts, are a part of the faculty. Arlene Miro, 2002 (Literacy, EAP, RIAP and multiple subjects) and Kathleen Contraras in 2002 (Multiple Subjects, Bilingual Education, History). Mona Thompson joined the faculty in 2003 (Pre-requisite courses and Liberal Studies Family Literacy) along with DawnWitt (Special Education) who joined the faculty in 2003.

TEACHER EDUCATION CREDENTIAL OFFICE

The Teacher Education Credential Office, operating under the guidance of the Associate Dean, Dan Wakelee, provides a breadth of services for CSUCI students. The office consists of two credential analysts, one credential advisor, and one full-time support staff. From a student's initial contact, the Teacher Education Credential Office offers informational sessions designed to answer questions and provide materials that will facilitate students' application to the Teacher Education programs. The Credential Office handles student applications and monitors student files for completion of application requirements. As candidates progress through their training, the Credential Office acts as the clearinghouse for all pertinent changes in requirements, modifications of state regulations, application and certification processes, and validation of records. As the "one stop shop" for pre-service and in-service teacher education candidates, this office advocates for students and plays a vital role in providing assistance and information,

FIELD PLACEMENT OFFICE

The Coordinator of Field Placement, Jacki Gilmore (full-time lecturer), has direct responsibility for placement of students in local school districts within our service area. These placements include pre-program student observation placements as well as student teacher placements for all credential programs. To support CSUCI students and student teacher candidates, the Coordinator provides workshops, staff development seminars, as well as in-service for University Education faculty, cooperating teachers, per-service teachers, and student teachers.

The Coordinator of Field Placement attends the Field Placement Directors Forum designed to bring Field Placement Coordinators together from the CSU campuses to facilitate communication and consistency within the student teaching arena. This forum functions as a problem-solving and idea-sharing body within the CSU. Items discussed may include topics such as “courtesy placements”, student assessment, and issues and/or concerns for future problem-solving and idea-sharing within the CSU. Through discussion of policies, procedures, and documents, the opportunity for dialogue enables each campus to learn about other systems used across the CSU. This helps our campus keep abreast of current information and provides a “sounding board” for sharing ideas that will support our own campus efforts to support students.

FACULTY DEVELOPMENT

Faculty development is another area where the University has committed financial resources. Faculty is supported in their participation at professional development seminars on teaching and learning. Funds have been allocated to support conference attendance and other professional development activities. This year each full-time tenured track faculty members received \$1,200 and each full-time lecturer received \$500 toward these activities. Dr. William Wolf is heading the new Center for Teaching and Learning. The Center supports instructionally related activities designed to improve instruction. The Center offers opportunities for faculty to write and compete for campus-wide grants that will financially support professional activities in addition to the funds mentioned above.

LIBRARY

Although the current library is housed in a building that was not designed for that purpose, the support provided for both students and faculty is outstanding. Dean Adalian, who oversees all library services, came to CSUCI from San Francisco State University where he managed the Education Library. At CSUCI he works directly with faculty to develop library collections that are customized to meet the needs of all academic programs. He has also been actively involved in the design and planning of the new library scheduled to open spring 2008.

CSUCI had a book/manuscript acquisition budget with a base funding of \$1.2 million. These funds have been used to purchase many library services such as the wireless classroom where librarians provide support and instruction for classes. Major books and journals used for research in reading, writing, math, social studies, educational psychology, health, physical

education, school law, technology and curriculum are available on-line and in the library. Staff is available to help students and faculty in the use of technology. The library, media center, and computer labs offer extended hours to meet the needs of all students.

All students have an email address and access to Blackboard. With Blackboard, faculty are able to organize each class section for a variety of purposes, including course assignments, discussion groups, virtual classroom activities, emailing, internet assignments, and specific links, drop-box, Turnitin, and announcements.

Collections

Current holdings in the library support all teacher education programs. Education faculty members have been active in working with the University library to order readings, texts, journals, film, software, compact discs and other instructional support materials. All significant journals in the field of Elementary, Secondary, Special Education, and Educational Leadership are available through Pro Quest, one of the premier academic research resources. In conjunction with the Ventura County Superintendent of Education, CSUCI Library will house a complete set of all California State adopted textbooks for use of the students. The 3,865 plus library holdings include titles in reading, critical pedagogy, culture, educational psychology, pre-school education, social studies, ability grouping, mainstreaming, socialization, politics in education, education law, testing and assessment, curriculum and planning, parent participation, education administration and all of the California State Subject Matter Frameworks as resources for students and faculty. More materials are being added as requested or identified by library staff and faculty. In an effort to preplan for the move to the new library, materials are also being purchased that will be immediately available when the new library facility opens in spring 2008.

Reference and Electronic Resources

References and electronic resources include standard works that support research in education such as dictionaries, handbooks and encyclopedias. Representative titles include ERIC, Pro Quest, California Department of Education, Chronicle of Higher Education, Education Codes, Education Week, Statistical Abstract of the United States, U.S. Department of Education Information, Reference Resources for Children's Literature, Young Adult Reading List, ERIC Clearinghouse on Assessment and Evaluation – Test Locator, ERIC Clearinghouse on Reading, English and Communication and JSTOR.

Periodicals and Journals

CSUCI students have access to a variety of on-line curriculum materials, including, Education Connection, Environmental Resources (K-12), History Resources, Institutes for Learning technologies (K-12), MathMagic (K-12 math problem solving strategies, NASA Spacelink, Native American Indians, Parents and Children Together Online, Quest, NASA's Technology and Literacy Page, Teachnet and TEAMS Distance Learning-Resources for K-12 teachers.

Examples of web databases available for students and faculty include Britannica Online, CARL (from 1988) Education Index (from 1983) ERIC (Educational Resources Information

Center), Education Abstracts, InfoTrac (from 1980), Lexis Nexis (current resources and full-text journals), Academic Unvers, Full Text, Literature Resource Center, PsychInfo (1987-present), via WebSpirs, ERIC via First Search (education 1984-present) Social Scioences Abstracts, Exceptional Child Education Resources, Child Development Abstracts and Bibliography, Physical Education Index and Sociofile via WebSpirs. Other general databases useful to education include CARL UnCover which indexes approximately 19,000 journals across all disciplines.

Databases

Some of the library subscriptions include: Information Sources, Government Publications: U.S. Bureau of the Census, Latest Federal Government Statistics/FEDSTATS, official California home page, FirstSearch 2 (includes access to the FirstSearch databases for which the Library pays a per search charge and includes Dissertation Abstracts, Index to Legal Periodicals, Books, and PAAIS International) Librarians provide support for students and faculty researching specific topics by identifying helping to identify the resources that will provide the needed information.

First Search is an extensive collection of indexing databases across the curriculum with document delivery available. The base subscription includes access to general periodical literature, periodical literature in the humanities, sciences, and social sciences, government documents, tables of contents of over 12,500 journals, and conference papers and proceedings.

Also available through the Library's Public Access Catalog (PAC) are links to online databases for full text access, and all full text journals accessed electronically have been added to the periodicals list. This coupled with various enhancements in document delivery services, has resulted in providing efficient journal research. CSUCI is also linked with the entire CSU library system and can provide research materials through inter-library loan.

Additional Library Resources/Information

The Ventura County Superintendent's Office operates the Professional Library collection, County publications reference collection, and the Learning Resource Display Center. These collections are available to all of CSUCI students in the same way that they are available to local educators. The Professional Library collection focuses on K-12 education materials and includes the following resources: over 1500 books and other media covering all aspects of teaching and staff development. A journal collection that offers 25 in-house periodicals and a large database of online full-text journal articles, a SELPA Collection that offers resources in all areas of special education, the United Parent Collection that provides information on childhood disorders and support for family members, the Health Programs Collection that enhances support for health education and training, and the classroom video collection that supports curriculum in grades K-12 are also available.

County Publications Reference Collection offers documents created by local districts, counties, and the California Department of Education.

The Learning Resource Display Center (LRDC) includes instructional materials approved by the State of California in grades K-8 that are on display for the public to view (see information regarding the availability of these materials in the new library scheduled to open spring 2008). Materials currently under review by the state are also displayed. Materials provided by educational publishers include: pupil and teacher editions, teachers' supplementary resources, plus software and video support. Online resources consisting of over 300 education journals round out the collection.

COMPUTING AND TELECOMMUNICATION SERVICES

CSUCI is one of the few institutions of higher education that has come into existence in the "Information Age". From its inception, the University has placed a strong emphasis on technology. Our focus on technology as a tool for teaching and learning is evident in our respective programs. We continue to set priorities to meet academic needs as resources are made available. The Information Technology Division is headed by Maureen McQuestion, Chief Information Officer, who holds Cabinet rank. The institution is connected into the CSU system-wide network and continues to build a robust fiber optics infrastructure that provides access to all online and Internet services for faculty and staff. The technical staff develops equipment standards and administrators set the fiscal policies and support schedules so technology upgrades are consistently upgraded and funds made available to support this effort. The University is creating an environment where faculty and staff are technology-oriented and continuously improving their skills with regard to computing and telecommunications.

Organization and Personnel

The Information Technology division has responsibility for managing all voice, data, network, video, and media services as well as hardware and software to support all of the systems. The Information Technology division provides all of the technical and programming support for the information databases. CSUCI information services are centralized while the programs and services are being developed. The functional decisions are made by the appropriate groups on campus and coordinated with technical support from Information Technology.

The Academic and Instructional Services continue to be developed with the expertise of the faculty, Academic Vice President and Vice President of Student Affairs. This includes courseware development, instructional labs, instructional web services and on line learning software.

The current staff is headed by Chief Information Officer, Maureen McQuestion who is a member of the President's cabinet, plus an Associate Vice President of Information Technology and a Technology Manager, both of whom hold a masters degree. Additional full time technical staff who are well-versed and experienced in information technology are available to support faculty and students in Education. An Instructional Media Specialist is assisting with the implementation of standard technology in the classrooms.

Campus Network

CSUCI connects to the CSU 4Cnet which is a high speed fiber optics network connecting all twenty-three CSU campuses, several community college districts and the Internet. CSU has a fiber optics backbone with Cisco equipment. Systematically management tools monitor bandwidth use to reduce down time. Each new building or remodeling project follows CSU telecommunications guidelines for network infrastructure. Upgraded wiring and equipment is included in each project.

Server and Services

The campus has adopted Exchange as the email and calendar package. The CSU has a system-wide site license for Microsoft products that makes it cost effective and well supported. The server support technicians consistently evaluate campus needs and develop plans to implement additional servers to support file sharing, imaging, financial aid, development, authentication and web services as the University continues to grow. The facility continues to install servers as applications are identified. Many services are being outsourced to other CSU campus hardware to reduce administration costs. This allows the IT department to focus services on academic support.

Campus Websites

Our faculty is committed to using the web for instruction. In the future, some courses will be offered which meet entirely online via posting forums and chat rooms, while students complete self-paced assignments with the help of online notes. Courses that meet on campus also make use of the above-described on-line activities. Some classes are taught with a mix of traditional in-class instruction and supplemental notes, quizzes, and/or activities provided on the web. A faculty instructional technology development center will be installed near the Technology Resource Center, where faculty have access to specialized equipment, applications and support for developing instructional multimedia with the assistance of trained students for faculty-sponsored projects. The facility will be based on the recommendations of the faculty and instructional design specialists.

We expect the demand for instructional technology support to grow over the years as faculty and student enrollment increase and integrate technology into the classroom. To support this, CSUCI provides “smart” classrooms, in which multimedia equipment is permanently installed and configured, and streaming media servers, allow faculty to include video and audio in their instructional web sties.

Faculty/Staff Training and Support for Technology

Training seminars are provided for common software applications. The Human Resources Department has been proactive by providing training for Microsoft Office products. Advanced classes are held on campus for small, targeted groups. The beginning levels are

offered to staff and faculty off campus. In February 2002, CSUCI purchased Blackboard for enhanced course delivery, along with training. Each year Blackboard features are improved and new technology introduced to the campus. Faculty and staff are provided with in-service training to help them access the latest features. Published training schedules are designed to provide multiple opportunities for in-depth, on-going training.

Help Desk

The Help Desk was developed in 1998 to meet the growing demand for computer support among the campus faculty and staff at Channel Islands. The Help Desk services were expanded in 2001 to prepare for the CSUCI opening. The Help Desk provides a single point of contact for CSUCI faculty, staff, and students to report problems, request changes or ask questions regarding the use of campus computer resources. The Help Desk reports are created on line by the IT staff and a Web product to support this function was installed during 2002. Statistics and assessment reports are published for campus view.

The Help Desk staff includes two full time staff members and four student assistants. The number of calls received by the help desk varies widely depending on the time of year and the implementation or upgrade of computers and applications. The calls range from problem reports, to requests for training, for web sites, and other developments.

Telecommunications/Network Operations

Campus desktop computer hardware and software complements are consistently well funded and have been adequate to meet the needs of the campus. Standard Dell and Macintosh computers are purchased with warranty services to reduce repair time and costs. Software updates are delivered through the campus network. As people become increasingly computer literate, we expect the next challenges to be in supporting new applications such as project management tools, publication, multi-media and videoconferencing applications.

Instructional Computing Labs

The Instructional Computing Labs consist of two classrooms, which are used for scheduled classes; one has 30 Macintosh computers and the other, 35 PCs. A third computer lab is open to students six days per week. This lab has 11- Macintosh computers and 25 PCs. The computers are all configured with a standard list of applications developed to support instruction. Additional software applications are loaded at the request of faculty to support individual courses. The standard academic software package decisions are made by appropriate faculty.

Through several small grants, the Education Program upgraded three classrooms with new technologies specifically designed for preparing educators. The classrooms have electronic whiteboards, projection equipment and either desktops on the periphery of the classroom or laptops on a cart. These rooms are similar to the types of equipment found in today's schools. In addition each classroom an electronic overhead projector (Elmo camera).

CSUCI Hardware/Software Standards List

OS

1. Windows 2000 with Service Pack 2
2. Mac OS 9.2.2

OFFICE PRODUCTIVITY

1. Windows Office 2000 with Service Release 2
2. Mac Office 2001

BROWSERS

1. Internet Explorer ver. 5.5, 5.1 Mac
2. Netscape ver. 4.7 (Admissions & Records only and definitely not version 6.x)

APPLICATIONS

1. Norton Antivirus Corporate Edition ver. 7.6
2. Winzip 8.x
3. Acrobat Reader 5.x/Full Version
4. Visio 2001
5. Project 2000
6. Stuffit Lite
7. Roxio Easy CD creator
8. WinDVD
9. Appleworks

COMPUTER HARDWARE

1. Dell
2. Zip 250
3. CDRW/DVD
4. Apple

PDA

1. IPAQ 3850
2. PALM (Macs only)
- 3.

Printers

1. HP 4000 series for workgroup printing
2. Deskjet 900 and above for desktop printing

Faculty and staff are provided with a network account and email address. CSUCI students are provided with an email account.

CSUCI faculty, staff, and students are issued an ID card that is used for a debit card, library identification, food services, and printing services. The card is also used for access to on-campus housing facilities.

SUMMARY

CSUCI continues to be a developing and growing university. The Teacher Education programs have grown steadily, with the initial implementation of the Multiple Subject Credential Program in Fall 2002, followed by the start of the Education Specialist and Single Subject Credential Program in Spring 2004, and the Preliminary Administrative Services Credential Program in Summer, 2004. The leadership of the University understands the need to continue to provide adequate resources in technology, library, media resources, computer facilities, full-time and part-time instructional faculty as well as support personnel to meet the needs of candidates in all of the Teacher Education programs. These resources are required to accomplish the mission to which we have committed.

Support personnel are available to the Teacher Education programs to meet student needs in areas of advisement, analysis of credentials, admission requirements and program description. Support personnel have been designated to work with the Education faculty and students such as the Teacher Credential Office and the Field Placement Office. Faculty hold regular office hours and are available to candidates for program advisement as well as any additional help required with advising, coursework and/or field based experiences.

Standard 3: Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors and retains in credential programs only those individuals who are consistently effective.

Response

Consistent with CSUCI policies and procedures, only qualified persons will be hired and assigned to teach the courses and supervise the fieldwork for all of the credential programs offered.

Faculty assigned are drawn from currently tenured and tenure-track positions. Additional faculty are selected from highly qualified experienced educators. Highly qualified means that the individual has both the academic preparation and teaching and/or administrative experience appropriate for the given credential. Faculty are knowledgeable about cultural, ethnic, and gender diversity and are able to provide classroom and fieldwork experiences that are directly aligned with the program opportunities established by the California Commission on Teacher Credentialing.

Policies establishing support for faculty development, reward for outstanding teaching, and regular evaluation of instructors and supervisors apply to all credential programs at CSUCI. Only individuals will be retained who are consistently effective, as demonstrated in evaluations of the program courses and fieldwork.

CSUCI has highly qualified personnel to teach all courses and supervise the components of the professional development experiences that are included in all credential programs. All have had school site experience. Courses are assigned based on the academic expertise, experience, preparation and interests of the faculty. CSUCI has made a significant effort to attract the most highly qualified and outstanding faculty to prepare candidates in our Teacher Education Program. There is an expectation that faculty maintain a high level of involvement in schools and districts in the community as a way of staying current regarding demographics, curriculum, programs and other educational needs.

Current curriculum vitae are provided on campus for all members of the Education Faculty. Inspection of these vitae will demonstrate our success in attracting first-rate faculty into the Education Program. Faculty members are selected for their proven track-records in teaching through peer and course evaluations and education program development activities through scholarly research, teaching and service. Following is a list of the tenured/tenure-track and full-time (Lecturer) Education faculty who teach in the various credential programs. All faculty hold terminal degrees.

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Please note: We completed a national search for additional faculty who will join us in Fall 2007. Two additional faculty hires will join us in Fall 2007: One hire in Early Childhood Education (Dr. Elizabeth Quintero) and one hire in Secondary Education (Dr. Erik Toshalis).

Faculty Recruitment and Diversity

In hiring both permanent and adjunct faculty, the CSUCI Teacher Education Program strives to identify individuals whose professional values and career paths are consonant with the mission and core values of CSUCI. We also seek faculty representing experiences in diverse settings in public schools, with experiences in multicultural, multilingual and special education settings. Knowledge and expertise in technology and gender equity is also stressed. Our faculty represents gender, ethnic and cultural diversity, and all are committed to working toward continuous improvement of teaching and learning in the California public schools.

Nondiscrimination Policy

The California State University does not discriminate on the basis of gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination (including harassment) on the basis of gender in education programs and activities operated by CSUCI. Such programs and activities include admission of students and employment.

The California State University does not discriminate on the basis of disability in admission or access to, or treatment of employment in, its programs and activities. Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, together with the regulations adopted there under, prohibit such discrimination.

The California State University complies with the requirements of Title VI of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted there under. No person shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination (including harassment) under any program of the university.

The California State University does not discriminate on the basis of age, ethnicity, religion, sexual orientation, pregnancy, marital or veteran status in any of its programs or activities. CSUCI complies with all applicable federal and state laws and regulations and Trustee policies in this area. (Exhibit 3.1 for the CSU policy on discrimination: Executive Order 883, System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment).

Full-time, tenure line faculty members are recruited through a comprehensive national search process that includes an on-line application. The Faculty Search Committee conducts an on-line review of all applications, conducts telephone interviews and invites finalists for on-campus interviews. The Faculty Search Committee makes recommendations to the Vice-President for Academic Affairs and the President of the University. The President makes the final selection. Faculty positions are posted in publications that reach a broad national

audience as well as publications that target diverse faculty candidates. Positions are also posted on discipline related lists. In addition to disciplinary expertise, searches focus on recruitment of faculty members who have classroom experience working with children from diverse backgrounds and children who speak English as a Second Language as well as experience in special education and technology.

Part-Time Faculty

Part-time faculty hiring is conducted by the Chair of the Education Program. Selection of part-time faculty is based upon the experience and expertise of the candidate in the content area as well as evaluations and recommendations both from school districts and previous university personnel. We are fortunate at CSUCI to have available at an exceptionally strong cadre of candidates for part-time faculty positions. Many of the part-time faculty members hold a terminal degree. Others hold a master's degree with extraordinary qualifications and/or teaching/ administrative experience in their respective fields.

Faculty Development

Faculty are supported in their professional development in a variety of ways:

- Funds for travel to conferences, seminars and professional development meetings are provided, with an emphasis on supporting faculty in presenting papers (e.g., American Education Research Association, California Association of Teachers of English, International Reading Association, National Association for Bilingual Education).
- A number of faculty members are supported to participate in professional development seminars on teaching and learning sponsored by the California State University. These seminars bring together individuals with expertise in teaching and/or research in various areas through the CSU including, literacy education (CAR), and regional meetings for other program areas.
- Faculty members are encouraged to submit grant proposals for competitions both within and external to the CSU system. Several grant competitions are held annually, e.g., Center for Multicultural Learning and Engagement, Instructional Innovation, Mini-Grant competition.
- Faculty members engage in professional development in the community by participating in collaborative groups of professionals across our service area and learning about the social, political, fiscal, agricultural, business, artistic, governmental and educational aspects of Ventura County.

For further information, please visit CSUCI's Faculty Development web-page:
<http://facultydevelopment.csuci.edu/>

Recognizing and Rewarding Excellent Teaching

Excellence in teaching is clearly the most significant factor in evaluating faculty in the Teacher Education Program, and an essential element in retention, tenure and promotion decisions. As the youngest campus of the CSU, we have established a practice of preparing teachers for the public school sector. CSUCI and the Teacher Education Program clearly place an emphasis on teaching excellence, and the University has made a public commitment to candidates and area educators that we will continuously model various approaches of effective teaching in our Teacher Education Programs. The CSU is a teaching institution and places this at the center of its mission:

- I. To accomplish its mission over time and under changing conditions, the California State University:
 - Emphasizes quality in instruction.

Education faculty regularly participate in a variety of conference and academic paper presentations that are often related to their teaching practice and scholarly/creative activity. Excellence in teaching is at the core of our work. Faculty engage in self-evaluation of teaching and peer evaluation. All faculty are evaluated by students, according to the Collective Bargaining Agreement. Of note, excellence in teaching is a part of our Retention, Tenure and Promotion (RTP) process. This commitment to excellence in teaching is further exemplified in our Program Personnel Standards (PPS). Please refer to the Exhibit 3.2 for a copy of the Education Program's PPS.

For further information regarding the accomplishments in teaching/creative activity, please visit the following link for a list of recent and past work:
<http://summit.csuci.edu/facultyAccomplishments/facultyAlphabeticalList.pub>

Professional Development

CSUCI is committed to credentialing all its candidates with a state-of-the-art, high quality, research-based program, e.g., effective teaching; current scholarship in adult learning; theory and practice of issues related to multicultural/multilingual competence, special education, technology and gender equity. Since our approach to Teacher Education is to infuse these principles (stated above) we are committed to collaboration in planning our course syllabi to integrate these competencies, articulate course readings, assignments and other competency based activities. For example, in the case of our pre-requisite courses, a “faculty of record” serves as the team leader for the course and ensures course articulation, coordination with other faculty teaching a given course, review of assignments and readings/texts for consistency. This calls for collaboration with all faculty teaching a given course section.

As a faculty, we are committed to working across disciplines, including ongoing planning and articulation. Peer coaching is an approach that we utilize as a way of introducing new instructional faculty to specific courses. Thus, with qualified faculty coaching their “colleagues in training” we borrow from the research on effective staff development, utilizing coaching and modeling processes.

Several theoretical orientations underscore the continued training of faculty in the various competencies. Our approach to professional development is that of an enhancement function

to improve the performance of individuals in instructional settings. While research shows that the most common form of “staff development” tends to be short-term with little impact on classroom practice, the CSUCI model of shared teaching responsibilities, peer coaching and modeling provides optimum and ongoing opportunities for faculty to apply, analyze, and perfect their application of the various competencies within their specific content areas.

Standard 4: Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Response

Program development and revision is an ongoing process at CSUCI. Each program coordinator, the Coordinator of Field Placement, the Credential Office, and teacher education faculty utilize follow-up studies, final student assessment, course evaluations, field experience assessments, site supervisors' assessments, formal and informal discussions with students and faculty, current research and readings, and feedback from the community for input and direction regarding program development.

The Education faculty began the process of identifying outcomes for graduates by involving key members of the educational community from Ventura and Southern Santa Barbara counties in a strategic planning process in November of 2001. From this meeting the overall desired characteristics, knowledge, skills, and dispositions of graduates were identified. Further the group articulated the ways they saw the University and education community working together to produce professionally competent educators. These form the foundation of the education programs.

The Education Program at CSUCI first enrolled multiple subject students in fall 2002. Currently, in academic year 2006-2007, the Education Department houses four credential programs: Multiple Subjects (Elementary); Education Specialists Mild Moderate: Level I; Single Subject (Secondary); and Education Specialist Mild Moderate: Level II, which has been accepting students for only two semesters, have been undertaking various assessment activities since spring 2004. In addition, the Educational Leadership Program although not currently a part of the State-side Education Programs, was designed to meet all the criteria required of the State-side programs in anticipation of moving from Extended Education to the regular Education Program. This move is scheduled to occur fall, 2007. The following information highlights the tasks and accomplishments of each program and the overall Education Program Evaluation Plan including the Educational Leadership Program.

Each program continues to involve community members to assist with the programs' improvement efforts. Our program feedback and involvement of community members comes in a variety of different formats that are primarily centered around candidate performance. For example, the Multiple Subject Program invites school principals to sit on the mock interview panels when candidates are practicing interviewing for teaching positions. They give candidates feedback about their performance. All of the feedback comments are collated and presented to the faculty so that the information can be incorporated into program improvements. University field supervisors participate on the scoring of teacher performance assessments. Again results of candidates' performance are used by faculty to determine areas

in need of program improvement. In the Educational Specialist Credential Program, community members (principals, special education directors, county induction program staff) participate in the culminating experience review of student work via the poster session. Comments on candidate performance are gathered and combined with information from other assessments when the program is reviewed for improvements annually. The Single Subject Program invites university supervisors and part-time instructors (many of whom are teaching in local schools) to assist with assessment of candidate portfolios. The data collected from the portfolio review is combined with information from end of year evaluations for annual program review. The Administrative Services Credential Program has reviewed the program with three assistant superintendents, using their feedback to revise the program. The Administrative Services Credential Program frequently presents to the Ventura County Superintendents' Cabinet and the Directors of Personnel seeking their advise and counsel.

Education Program Evaluation Plan

In spring 2004 Education faculty met regularly to develop an Evaluation Plan (Exhibit 4.1 Education Program Evaluation Plan) that would serve as a framework for those assessment functions that were common to all credential programs. As envisioned, the evaluation plan relied on Final Program Evaluation Student Surveys, CSU System-wide Evaluation of Graduates, CSU System-wide Teacher Education Exit Surveys, Portfolio Assessments in each program, faculty and staff perception activities and systematic annual data collection all of which would be reported at an all faculty retreat at the end of the academic year. To date, many of these activities do take place and data are collected, but the systemization of the information has yet to be formalized for the program as a whole.

Final Program Evaluation Surveys

Multiple Subject, Single Subject and Educational Specialist Level I programs are using the CSU System-wide Exit Survey to collect data about candidate's perceptions at the end of the program. These programs also conduct focus groups with candidates completing the program to solicit their perception of program strengths and areas in need of improvement. Each program reviews these survey results with faculty to determine appropriate changes to the program. Since the Exit surveys have not been completed each semester and programs use a variety of different instruments, discussions are underway to develop a mechanism for routine completion of surveys and exit interviews with candidates.

CSU System-wide Evaluation of Graduates

The primary purpose of the CSU evaluation of teacher preparation graduates is to enable CSU Provosts, Vice Presidents for Academic Affairs, and Deans of Education to monitor the effectiveness of, and make needed improvement in, the preparation of K-12 teachers under their leadership.

The annual system-wide evaluations consist of five phases:

- From April 1 to mid-May, the campus completion information is sent to the Chancellor's Office (CO). This information is usually submitted by mid-March but

the campus is given the opportunity to send any new information that the CO may not have already during this time.

- From mid-April to early May, the campus requests information from district offices. Each campus is asked to contact some school districts and request assistance in identifying the schools where some teachers (graduates) are currently working. The Chancellor sends each district superintendent a letter requesting the district's cooperation. If a district responds to the Chancellor's request before a certain date, the campus will not need to contact that district.
- From early May to late June, the campus contacts individual teachers (graduates) and principals by telephone and email to encourage them to participate in the evaluation. The CSUCI Credential Office contacts each teacher (primarily by telephone) and principals (primarily by email). A follow-up telephone call to all teachers and principals is made up to three times.
- From mid-May to mid-July, the campus provides individual program information about the preparation of each individual who was on the program completer list. The data provided refer to blended programs, internships, B-Clad programs etc.

In late June or early July, Deans and Associate Deans may participate in a voluntary evaluation meeting. The meeting provides an opportunity for the Deans and colleagues to review issues pertaining to the evaluation, including data collection, data analysis, reporting, and accountability issues. Tables from the most recent results are will be available on campus.

Program Retreat

The Education Program has had only one formal faculty/staff retreat since the Evaluation Plan was created. Constraints due to workload, especially portfolio evaluation and TPA evaluation at the end of each semester, greatly reduce the time and energy available for an end of the year debriefing and strategizing session between programs. Meetings do take place within programs and decisions about individual program changes are made, but on a much smaller scale than what was originally planned as an all faculty retreat.

Systematic Annual Data Collection

The Education Program is developing formal mechanisms to track the number of students, faculty, program descriptions, descriptive and demographic fields in the Credential database and PeopleSoft, Program agendas, meeting minutes, policies and handbooks.

Entrance Data

Currently the Credential Office maintains an Access database that holds all demographic and other pertinent information for each credential applicant. The database is housed in a local drive that credential staff can access from their desktops. We are currently working to convert the existing database to a web-based database, which can be accessed from a secured website and available to Education program coordinators. This conversion will enable to generate reports in a simpler format for data collection.

Title II Data Collection and Reporting

Title II data collection and reporting is done on an annual basis in two phases. Each institution is required to provide data for program completers, individuals who have complete programs of professional teacher preparation. The data are compared with National Evaluation Systems, Inc. (NES) testing records and the California Commission on Teacher Credentialing (CCTC) records. A program completer matching report and an annual institutional report are generated for program sponsors and the CCTC.

Phase I of Title II begins in mid-October and ends in mid-February; it is during this time that accessing the Title II website and downloading the customized completer data collection worksheet begins. Title II guidelines require Education Programs to report specific information about program completers each academic year:

- Social Security number
- Full name
- Date of birth
- Credential code – the credential for which the individual was prepared
- Regular or intern teacher preparation program – report type of teacher preparation program
- Content and route – whether the individual met subject matter by exam or waiver
- Content area – subject matter content – Single Subject

Once data collection and imputing are complete, the file is uploaded to the secured website. The information is then compared with NES testing records and matches are made between the two data sources.

Phase II begins in mid-February and ends in mid-March. This consists of data collection and reporting in conjunction with the phase I completer data collection for the purposes of generating an Institutional Report Card. The Education Programs are then required to report specific information for the Institutional Report Card. (Exhibit 4.2 Title II reports)

The CCTC includes all reported data in the State Report on the Quality of Teacher Preparation Programs in California. The State report is submitted to the U.S. Department of Education in October. Additionally, the sponsors of teacher preparation programs are required by federal law to make data available to the public and to prospective applicants for admission to teacher preparation programs. The Education Program faculty are developing mechanisms to use this information to make decisions about program admissions, curriculum and program, and students needs.

Student Learning Outcomes

All credential programs within Education share a common set of learning outcomes. Students graduating from a CSUCI credential program will be able to:

- Teach all subjects within their area of specialty
- Teach children with English as a first or second language
- Understand and relate to diverse languages and cultures in and among children and families

- Meet the diverse needs of all students including those with special needs
- Be reflective and deliberate practitioners
- Link content and pedagogy
- Actively engage children in their own learning experience
- Integrate research, theory, and best educational practice into their own teaching

However, each credential program has addressed the assessment of these learning outcomes differently. Current Education Program Assessment discussions are focusing on choosing one of the outcomes to assess across all credential programs.

Multiple Subjects Credential Program

The Multiple Subjects Teaching Credential Program prepares K-8 teachers for all subject areas in elementary or self-contained middle school classrooms. It first enrolled students in Fall 2002. The program has 4 full-time tenure track faculty, one of whom has responsibility for program coordination and advising as well as teaching. The program also employs 3 full-time lecturers and 10 supervisors.

In keeping with changes in the external assessment requirements of the CCTC, the Multiple Subject Program has modified its culminating portfolio assessment and evaluation of teacher candidates. Currently, the Multiple Subjects program is pilot testing the use of the Teacher Performance Assessments (TPA's). As part of the assessment process, students are asked to complete the tasks. Task 1 is implemented in mathematics and literacy methods classes. Tasks 2 and 4 are completed in student teaching seminars and Task 3 is completed Literacy 2. These tasks are designed to enable candidates to demonstrate their ability to teach in a K-8 classroom setting. Each performance task measures one or more of the thirteen Teacher Performance Expectations (TPE's). As of this semester, the CSUCI Teacher Education's Multiple Subjects Program continues to test and analyze the effectiveness of the summative assessment process exploring the PACT assessment process in addition to the California TPA process (Exhibit 4.3 The Multiple Subject Teaching Credential Program Assessment Report).

Education Specialist – Mild/Moderate: Level I and Level II

The Education Specialist Program has been enrolling students since Fall 2003 and currently has three tenure-track teaching faculty. The program also employs full-time and part-time lecturers.

In summer 2006 an assessment report was prepared for the Level I program's assessment results to date (Exhibit 4.4 Assessment Report for the Education Specialist: Mild/Moderate Disabilities Level I Credential Program at California State University Channel Islands: A Three Year Review). Three academic year cycles of Education Specialist Level I assessments reveal that candidates demonstrated proficiency in the portfolio's core competency areas: Foundations, assessment, and methods. The Special Education Program's foci of academic year 2006-2007 are to (a) institutionalize Level I credential assessment; and (b) establish an assessment process for the Level II Credential. The first Level II cohort will be graduating in May 2007.

The current assessment process implemented for both of the Special Education Programs is a Performance Assessment. The goal is for students in the program to integrate their knowledge from coursework and fieldwork then demonstrate that knowledge through a reading intervention. The intervention and integration is demonstrated through a poster session.

Single Subjects Credential Program

The Single Subject Credential Program first enrolled students in Spring 2004. Since that time there has been one full-time tenure-track faculty devoted to program coordination, advising, assessment, and teaching. The remaining single subject faculty comprise full and part-time lecturers, teaching one course a semester or supervising several student teachers, or tenure-track faculty from other departments (English, Special Education etc.) who teach one course a semester or one course a year.

In summer 2006 a report, “Single Subject Credential Program: History, Assessment, and Changes Spring 2004-2006” was prepared (Exhibit 4.5). This report, as the title implies, details the program’s creation and evolution to date including the use of assessment data to drive program changes and decision-making. The program is currently using an Electronic Portfolio assessment aligned to the California Teacher Performance Expectations for summative candidate evaluation.

Additionally, Drs. Maria Denney and Jeanne Grier are conducting a research study testing the validity of the Single Subject Portfolio core Competencies against the Education Program Learning Outcomes. This study is part of a collaborative research project on electronic portfolios with teacher educators at the University of Connecticut (Exhibit 4.6 Establishing the Validity of Electronic Portfolio Assessment).

Administrative Services Credential

The Educational Leadership Program, was introduced through Extended Education and enrolled its first candidates in the fall 2004. Students graduating from this program earn a Masters Degree in Education and are eligible for a Preliminary Administrative Services Credential (PASC). In its initial year of implementation, the candidates and staff provided formative assessment of the program at the conclusion of each term. Ongoing evaluation data are used by the Education Program Chair and the Educational Leadership Program Coordinator to make modifications to the program. At the conclusion of the first year in August 2005, candidates, faculty, and supervising administrators evaluated the entire program and changes were implemented based on the recommendations from the evaluations.

As in each of the other programs in Education, the Educational Leadership Program meets regularly, formally and informally, with faculty to assess the program. The program involves consultation with the service area school districts to conduct follow-up surveys of graduates and employers. Candidates complete program evaluation forms at the completion of their program. The results of each of these evaluation tools are compiled and a summary given to the instructors and Program Coordinator.

CSUCI's University-wide Evaluation Philosophy

In summary, all Education Programs evaluation efforts parallel those of the University. The University's Institutional Proposal for Candidacy Review submitted to WASC on February 18, 2002, describes an approach to institutional assessment based upon each unit of the University "identifying goals, identifying outcomes, and developing appropriate measures to assess the achievement of goals and outcomes. Furthermore, each will be required to show how assessment and evaluations are used to (a) inform strategic planning, (b) set priorities, (c) guide budgeting, and (d) improve the University's programs, services and administrative functions..." At the last WASC site visit in March 2007, 95% of CSUCI courses specified student learning outcomes; programs had assessed outcomes and demonstrated cycles of assessment leading to program improvement. The teacher credential programs have completed these same activities.

Standard 5: Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Response

RECRUITMENT of UNDER-REPRESENTED GROUPS

California State University Channel Islands actively recruits candidates for program admission from under-represented groups. The campus undergraduate student body represents minority and traditionally under-represented populations, providing a natural pool of students for the Teacher Education Program. Education faculty reach out to students in the credential program prerequisite classes and directly invite students from under-represented groups to explore education as a career option. Further, CSUCI provides outreach to area educator's from diverse backgrounds in our recruitment of future administrators.

The California State University System provides funding for each of its campuses to implement a unique program expressly designed to encourage the recruitment, retention and credentialing of under-represented groups. The Teacher Recruitment Program (TRP) recruits students from under-represented groups. The TRP provides assistance in the following areas: test preparation for the CBEST, CSET, RICA, BCLAD; funding/support for test-taking; use of test-preparation materials, and some assistance with text book acquisition. The CSUCI Teacher Recruitment program meets regularly to discuss student needs, outreach and budget allocation items. The focus of the TRP program is to recruit and prepare individuals who are interested in focusing on Math and Science preparation at the undergraduate and teacher credential levels. The Teacher Recruitment Program is supported by lottery funds from the CSU Chancellor's Office. Please visit our webpage for additional information regarding the Teacher Recruitment Project: <http://education.csuci.edu/teacherdiversity/index.htm>

Consistent with mission of CSUCI, candidates from diverse backgrounds will be encouraged to seek admission to all of the credential programs. CSUCI faculty and the Program Chair regularly work with the neighboring K-12 school districts, local superintendents, and the Ventura County Office of Education and Directors of Human Resources from Ventura County Schools. CSUCI works regularly with these parties to recruit applicants from diverse backgrounds thereby enriching the quality of the cohort group and also preparing candidates who represent the diversity of the K-12 schools of Ventura County.

Requirements for Admission to Multiple Subject, Single Subject, Education Specialist Level I Programs

- 1. Application.** Apply to both the University and the Education Program. Applications to the Program are available in the Credential Office.
- 2. CBEST Examination.** Students must pass the California Basic Educational Skills Test (CBEST) prior to admission. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential.
- 3. Subject Matter Preparation.**

Multiple Subject Credential: The CSU Channel Islands Liberal Studies in Teaching and Learning option best prepares students for the subject matter knowledge and skills required for the Multiple Subject Teaching Credential Program. All students must pass the California Subject Examination for Teachers (CSET) Multiple Subjects Examination or Multiple Subjects Assessment for Teachers (MSAT) prior to admission to the Multiple Subject Credential Program. The CSET or MSAT examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

Single Subject Credential: Prior to admission to the Single Subject Teaching Credential Program, students may complete a state approved subject matter program in the specific content area from other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

Education I Specialist Credential: The CSU Channel Islands Liberal Studies Option - Teaching and Learning best prepares students for the subject matter knowledge and skills required for the Education Specialist Teaching Credential Program. Students may also complete a state-approved multiple subjects subject matter program from other California colleges or universities. Students who have not completed a state-approved subject matter program must pass a California Subject Examination for Teachers (CSET) in any content area or Multiple Subjects Assessment for Teachers (MSAT) prior to admission to the Education Specialist Credential Program. The CSET or MSAT examination results are valid for five years from the date of passing and must be valid upon final completion of the program. Subject matter requirements are currently being revised by the CCTC. Please consult with the Credential Advisor for the latest regulations.
- 4. Prerequisite Courses in Education (16-20 units).** If taken at CSU Channel Islands, the course must be completed within seven (7) years prior to beginning the program with a grade of “C” or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program. The following table shows the prerequisite courses for the various credentials:

Prerequisite Courses

<i>Program</i>	<i>ENG 475</i>	<i>SPED 345</i>	<i>EDUC 512</i>	<i>EDUC 510</i>	<i>EDUC 520</i>	<i>EDUC 521</i>
Multiple Subject	X	X	X	X	X	X
Single Subject	X	X	X		X	X
Educational Specialist	X	X	X	X		

BCLAD: EDUC 445 The Chicano Mexican Child and Adolescent (4)

5. **U.S. Constitution:** Knowledge of the U.S. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination.
6. **Grade Point Average.** A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be accepted. If a student does not have the required GPA, conditional admission may be available on a limited basis.
7. **Health Clearance.** Evidence of a negative tuberculin test is required. The tuberculin test is valid for four (4) years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSU Channel Islands Student Health Center.
8. **Certificate of Clearance.** Students must possess or apply for a valid *Certificate of Clearance* as part of admission. A copy of an emergency permit satisfies the clearance requirement. The *Certificate of Clearance* is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
9. **Two Sets of Official Transcripts.** One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Office of Admissions and Records, and one official set of transcripts must be submitted to the Credential Office with the program application.
10. **Two Letters of Recommendation.** Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
11. **Experience.** At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed.
12. **Bachelor's Degree.** A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
13. **Writing Sample.** Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
14. **Interview.** An Education Program Admissions Committee will interview candidates once all other portions of the admissions requirements are complete.

For Multiple Subject: The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. It is recommended that the Assessment be taken after completion of the Literacy I course in the credential program. Certification in adult, infant and child CPR competency is required by the CCTC for an initial issuance of a teaching credential.

BCLAD: Spanish Emphasis Language Assessment

BCLAD Emphasis: Students who wish to complete the BCLAD Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Commission on Teacher Credentialing for information regarding test 6: The Language of Emphasis, for testing dates: <http://www.ctc.ca.gov>

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for Admission to Education Specialist Level II

1. **CBEST verification.**
2. **Education Specialist.** Mild/Moderate Disabilities Level I Credential.
3. **Evidence of employment as a Special Education teacher.** The Educational Specialist: Mild/Moderate Disabilities Credential Level II requires the student to be employed as a Special Education teacher.
4. **Grade Point Average.** Cumulative grade point average of 3.0 in post baccalaureate or graduate work.
5. **Two Letters of Recommendation.** Two letters of recommendation from professionals who are knowledgeable about the candidate's professional work, at least one of whom is the candidate's current supervisor or administrator. Letters from university faculty describing the candidate's ability to successfully complete graduate work are also recommended.
6. **Interview.** Interview with the Education Programs Admissions Committee.
7. **Writing Sample.** A written statement of purpose in a 400-600 word essay. This essay includes reflections on personal and professional goals, and how the candidate plans to acquire the knowledge and skills in order to achieve these goals.

Note: Candidates are required to complete courses in health education and technology and have certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) for CCTC to issue the Level II credential.

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Induction Planning and Evaluation courses SPED 640 & 641.

Requirements for Admission to the Master of Arts in Education and Preliminary Administrative Services Credential

1. **Application.** Apply to both the University Admissions Office and the Education Credential Office.
2. **One set of Official Transcripts.** One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
3. **CBEST Examination.** Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
4. **California Teaching Credential.** Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.
5. **Experience.** Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).
6. **Two Letters of Recommendation.** Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator.
7. **Interview.** Interview with Education Program Admissions Committee.
8. **Writing Sample.** A written statement of purpose (500- 600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Experience and Personal Qualifications

Internship Programs

Each individual has had sufficient prior experiences and personal qualifications to enable performance at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

Response for Internship Programs

Multiple Subject, Education Specialist Level I and Single Subject Internship

Interns Have Adequate Qualifications and Prior Experiences

Admission to the internship program is more rigorous than the process for other students in our program. Intern candidates are typically more experienced and have a broader range of contact time within schools prior to application. Some are looking for a career change and/or enhancement and have had extensive opportunity to work as paraprofessionals in schools and in other related positions. The candidate pool is typically more diverse than applicants for our regular cohort program.

Primary differences in admissions standards for the Intern Program have to do with the employment process. Application and admission is begun as candidates are interviewed by district personnel prior to university faculty. The thoroughness of the application and interview experience is vital since most of the district administrators and teachers involved are considering the candidates as teachers in their districts (Exhibit 5.1 Intern policies and form).

Finally, intern candidates must all have passed the CBEST, must have their bachelor's degree, and must be subject matter competent before intern teaching. In essence, the application to the intern program is more intense and requires academic credentials as well as experience.

Standard 6: Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Response

All CSUCI Education Programs and the Educational Leadership Program meet this standard using a variety of support systems. The cohort model, the basic model of all CSUCI Education Programs, facilitates advisement and support for candidates. Each program has an advisor (a member of the faculty) who works with students as both academic and personal advisor. The advisor's counsel is provided formally in a class or seminar setting when information needs to be shared. Advice and counseling is also done on an informal basis and individually with candidates as needed.

As candidates progress through the program, each is encouraged to interact with the program faculty, the program coordinator, the Teacher Credential Office, and the Coordinator of Field Placement, all of whom are knowledgeable about program requirements, deadlines, and procedures. Multiple and Single Subject Credential Programs have a required bi-weekly seminar designed to support students in such areas as learning to write a resume and cover letter, experiencing the interview process by participating in a mock interview (multiple subjects only), clarifying the steps required to clear their credential once they have earned their preliminary credential, requirements for teacher performance assessment, etc. When appropriate, small portions of class time are used to update and remind candidates about upcoming deadlines, requirements, and other important program matters. Course syllabi also contain specific information to answer questions that are consistently asked by candidates.

During May 2007, CSUCI's Credential Tracking database was activated. This project has been the focus of planning, discussion, and development efforts for some time. CSUCI now has a functional web based database that integrates Credential program data with information from PeopleSoft and will greatly assist with advising and program data analysis. Faculty and staff are just beginning to be trained on the use of this new tool.

Candidate Advisement

Candidates in credential programs are advised with regards to academic standards, individual progress, professional preparation, career opportunities, and personal development in a number of ways. Academic advisement is provided by the faculty, program coordinators, Field Placement Coordinator, and Teacher Credential Office. Student teacher supervisors and seminar instructors also consistently facilitate communication and problem resolution between and among candidates and faculty.

Personal, academic and career advisement is available from course instructors. Academic or personal development issues an individual candidate might be having are brought to the attention of the appropriate University coordinator or faculty members who are teaching classes. The University coordinators, including the Field Placement Coordinator, and faculty discuss problems and recommendations are made for interventions. When such issues do not come to closure, they are brought to the attention of the Education and Liberal Studies Program Chair who mediates to bring about a satisfactory resolution. If the situation warrants it, other University faculty, administration, and support services will be asked to intervene so as to find a resolution to the issue.

Candidate Assistance and Retention

In addition to the personal and academic services provided by the Education Department, the University has many services available to candidates who need academic, professional, or personal assistance.

The University Office of Student Affairs maintains a Disabilities Accommodation Service and Counseling and Testing Service for students. These offices are staffed by professionally trained personnel whose job it is to assist students. Individuals may schedule individual appointments to seek help with career and/or personal counseling. (Exhibit 7.1 CSUCI Catalog p. 54)

The cohort model for credential programs limits class size in the Education Program to 25 ensuring a high level of both faculty and peer support for candidates. As a result, candidates receive individual attention, frequent interactions with instructors, and many opportunities for one-on-one counseling regarding their professional development.

Formative assessment for each candidate occurs throughout each course in the program. The instructors require written and oral assignments, class participation, regular attendance, and various projects through which the candidate demonstrates that the course objectives are being met. A summative assessment is made (via a course grade) of the candidate's skills and knowledge at the conclusion of each course. Candidates must maintain a 3.0 GPA in the program courses to remain in the program and receive no grade lower than a "C+" in any required course.

Throughout the coursework, and especially during the fieldwork experience, candidates are provided with close university and school district supervision. This includes a University supervisor who observes and conferences with students during both semesters of their student teaching and a cooperating teacher with whom the candidate works on a daily basis during both of their student teaching assignments. Candidates in the Educational Leadership Program are supervised by an experienced administrator at a school site rather than by a cooperating teacher. Students are given ongoing opportunities to reflect upon and assess their own performance. Each of the programs has a summative assessment: Multiple Subjects has been testing the use of TPA's, the Single Subject program and Special Education Level II programs have a portfolio requirement and the Special Education Level I program has a Performance Assessment that is demonstrated through a poster session. At the

conclusion of each fieldwork experience in all programs, both university supervisors and school district supervisors evaluate the candidates on their level of skill, knowledge, and effectiveness.

If at any time during the program there is an indication that a candidate needs academic, professional, or personal assistance, a conference is held with the candidate, the University Coordinator (Educational Leadership) and/or Field Placement Coordinator (all other programs) and the University supervisor to jointly develop a plan of action to remedy the situation (Statement of Concern). If there is no improvement, a second conference will be held to discuss the candidate's options, i.e., repeating the course, additional academic content, extending student teaching, more opportunities to observe in classroom, personal counseling, etc. Candidates asked to withdraw from the program are also given the opportunity to discuss their situation with the Education and Liberal Studies Chair. When a candidate is asked to withdraw from the program, this information is provided to the student both verbally and in writing. If candidates feel they have been treated unfairly, due process is available to them. They may present their case to the next administrative level of the University, which in the case of Education is the Dean.

Individuals who provide advice and assistance to students are kept updated and abreast of changing requirements. They are kept updated along with program faculty who advise in this area. The program coordinators work in unison with the Credential Office, Field Placement Office, and Education Program Chair. The University coordinators keep abreast of changing CCTC requirements with respect to programmatic issues. The Credential Office keeps abreast of various licensure requirements. Together, these individuals meet regularly with the Education Program Chair and faculty program coordinators to provide information on changes. Additionally, each of these individuals has the opportunity (academic faculty, supervisors, Field Placement and Credential Office) to attend the various CCTC workshops for each of the program areas. General dissemination of pertinent information occurs at regularly scheduled faculty meetings.

Standard 7: School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well-developed rationale.

Response

COLLABORATION

Historical Context

Collaboration with K-12 educators is fundamental to the mission of CSU Channel Islands. This commitment is “historically” situated in our early work as we established our first Education Programs and continues to be evident in our on-going work with local school districts. Originally, as we first planned the Education Programs at CSUCI, a planning group composed of CSU Channel Islands faculty, administrators, CSU Northridge Off-campus Center, and representatives of the Ventura County Superintendent of Schools Teacher Support Programs met regularly to brainstorm the first Multiple Subject Credential Program. We understood that this planning, in terms of guiding principles, theoretical underpinnings and curricular focus would guide the development of later programs. The planning group discussed the need for various credentials in the region, who should be involved in planning the teacher preparation programs, and how the programs should proceed. This group determined that a regional “visioning” meeting would assist the University in establishing the identity of its education programs and creating the framework for collaborative relationships among the key educational community constituents.

At the “visioning” meeting held on November 14, 2001, fifty-eight educators from throughout Ventura and southern Santa Barbara counties met to describe the knowledge, skills and dispositions desired of teachers, the types of programs to be offered at CSU Channel Islands, and the way in which the professional education community and the university can work together to create strong teacher preparation programs. The professionals represented Ventura County and Southern Santa Barbara County Superintendents, Personnel Directors, Migrant Education Program Coordinators, BTSA Coordinators, Bilingual Program Coordinators, Principals, Teachers and Program Coordinators. Parents who chaired key parent groups were also represented. Educators selected from the participants will form the base of the Education Advisory Committee for teacher preparation at CSUCI.

It is important to note that the visioning meeting generated a series of statements that continue to guide our programs. The following statements about collaboration and field experiences were generated by the participants.

- Expose undergraduates early and often to classrooms especially prior to credential program, particularly those with diversity of student populations
- Support more personal contract, collaboration with veteran teachers (not only one master teacher)

- Develop a good mentoring system-early on and with all stakeholders that demonstrates that schools and university are partners in a reciprocal relationship
- Develop learning communities with a variety of ages, types of assignments, and grade levels, to support and give feedback to each other.
- Base the classroom and field work on experiential learning with excellent modeling
- Identify model programs/classrooms

Ongoing Collaboration

Collaboration with K-12 educators is fundamental to the CSUCI program area and is evident in our day-to-day activities. The Education Program has several collaborative relationships that have profound effect on the daily operations of both the surrounding school districts and the Education Program: the University Preparation Professional Development School and various site-based course offerings both at the undergraduate and graduate (masters) levels.

University Preparation School (UPS)

UPS was organized as a charter school in 2001 in consultation with Education Program faculty and surrounding K-12 educators. The school was established as a charter school, with a curricular focus on dual immersion and Second Language acquisition and cultural development for all students, including English speaking students. School districts from the surrounding area came together to select classroom teachers to serve two-year periods as members of University Preparation School faculty. In return, CSUCI faculty work with the UPS staff in a variety of professional development activities in the various disciplines, including math and literacy education. CSUCI utilizes the school as a major site for fieldwork and student teacher placement. Additionally, faculty from UPS have also served as methods course instructors in the Multiple Subject Credential Program. For more information regarding the University Preparation School, please visit the following webpage: <https://www.csuci.edu/secure/servicelearning/communitypartner/CPDetails.aspx?ID=113>

Collaboration with Local Schools and Sequence of Fieldwork Experiences

California State University Channel Islands teacher candidates are placed in fieldwork and clinical experiences in local school districts as a result of strong ongoing communication and collaborative relationships between both parties. Communication has been enhanced by the addition of an electronic newsletter that is sent each semester from the Credentials Office. This publication highlights information for students, master teachers, supervisors and site administrators. All faculty, staff and students have access to the publication of information through the newsletter. Here is a link to the credential newsletter: <http://education.csuci.edu/newsletter.htm> The Field Placement Coordinator further enhances dialogue and collaboration through district and site visits on a regular basis to encourage open communication of ideas, solutions to concerns and career possibilities for the students.

A sequenced array of fieldwork and clinical experiences is arranged for candidates in the programs' prerequisite and requisite courses, including site-based experiences observing and

participating in selected school settings. Faculty, cooperating teachers and field supervisors plan and articulate these experiences.

It is the expectation of CSUCI faculty that students assume planning and teaching responsibilities in their fieldwork placements gradually as they move through their teaching preparation. Toward the end of each student teaching experience, the students assume full-time responsibility for planning, instruction, and classroom management of specified curriculum areas.

Site Selection

Site planning and coordination of student teaching assignments is the responsibility of the CSU Channel Islands Field Experience Coordinator and faculty program coordinators, all of whom have themselves worked in public school education programs and are well informed of best practices. Local school districts have and continue to provide strong support for the credential preparation programs at Channel Islands by providing placement opportunities with specific mentor teachers who model excellent opportunities in classroom settings with diverse student populations. Field placement site selection is based upon at least the following criteria:

- A belief among teachers and administrators that all children can and do learn;
- A demonstrated commitment to promote inclusive educational programming and access for all students in general education environments;
- Ethnic, racial, cultural, linguistic and socio-economic diversity;
- A demonstrated representation of best practices in the field;
- A high level of professional collegiality among faculty and administration;
- Opportunities for student teachers to apply the credential program conceptual framework in the classrooms in which they are placed.
- Willingness to mentor and coach student teachers

The Field Placement Office provides student teachers with a range of experiences that reflect student diversity, various types of settings and grade levels appropriate for each credential. Candidates are assigned to teach in diverse settings in which there are students who represent a variety of cultural, ethnic, linguistic and ability differences, using strategies specified in their linguistic and cultural diversity preparation, such as English Language Development, Specially Designed Academic Instruction in English, as well as other strategies which ensure success for all learners.

University Supervisors Selection, Training and Development

All university field experience and student teaching supervisors are experienced teachers. For those candidates who are bilingual, and who wish to take the BCLAD state approved

examination for completion of the BCLAD Credential, supervisors are bilingual as well. All CSUCI full-time faculty are expected to supervise student teachers. Supervision practices and policies are designed to ensure frequent supervisor contact, continuity in supervision across supervisors, and ready opportunity for supervisors to seek collegial support, if needed. For field supervisors who are not full-time CSUCI faculty, it is the responsibility of the program coordinators to verify that they have the professional credentials, academic preparation, and successful experience in teaching and/or supervising in the areas in which they are assigned to supervise. Supervisors are trained in mentoring and coaching models of supervision. We have prepared supervision handbooks for our University Supervisors. (Exhibit 7.2 Field Placement University Supervisor Handbooks) Additionally, each candidate and cooperating teacher and receives a student teaching handbook that outlines the expectations and student outcomes for each experience. Copies of each of the student teaching handbooks are included with each program's document.

Suitability and Quality of Field Placement Sites, Supervisors, and Mentors

Seminars for field experience and student teaching supervisors are provided by the Field Experience Coordinator, Program Coordinator's and supervising University faculty and others with expertise in the area. An aim of the CSU Channel Islands Teacher Education Program is to ensure that teacher candidates be continually involved in and informed about new legislation and practices in their chosen fields. To provide student teachers with current information, university supervisors who participate in all programs must demonstrate dedication to self-renewal in their own work. Self renewal via professional development is fundamental selection criterion for invitations to supervise for the California State University Channel Islands Teacher Education Program. The Field Experience Coordinator and faculty attend train the trainer sessions, bring to supervisors the latest research and practice. Thus, they will be well equipped to involve and include their student teachers in exciting, cutting-edge pedagogy and practice.

Principals Leadership Program

The Principals Leadership Program was created in response to the needs identified by Ventura County Superintendent of Schools and reinforced by the collective assembly of Superintendents of the school districts in Ventura County. As indicated in the Principals Leadership Program Field Work Handbook (Exhibit 7.3), the university coordinator works with representatives of the schools of Ventura County to select highly qualified school administrators to serve as supervising administrators for each of the candidates in the cohort. The university coordinator works with the Superintendents and the Human Resource Directors from the school districts to identify appropriate sites and supervising administrators. This process occurs in sequence with the admissions process so as to provide candidates with field work sites that are professionally suitable and geographically accessible to the candidates.

Supervising administrators will share the following characteristics:

- A deep desire and commitment to support and mentor new administrators
- Skills needed to advise and direct candidates in professional development and field work

- Commitment to and active involvement in professional development
- A clear vision focused on leadership that supports success for all students
- Three years minimal experience in successful school administration
- Possession of the Administrative Services Credential

The Principals Leadership Program Field Work Handbook provides for structured field experiences that focus on development of the competencies specified in the Standards of Candidate Competence and Performance (10-15) established by the CCTC. The field work is integrated into a professional development process that is scheduled for the entire length of the program while still requiring an intensive experience during one or more of the terms. The rationale for field work is grounded in the professional development and goal setting process that requires each candidate to work with a highly competent experienced school district administrator who is prepared to advise, support and challenge the candidate in developing entry-level competency in each of the specific standards of performance.

The field work is further supported by seventeen (17) seminars scheduled over the course of the program that provide support, instruction and feedback from the university coordinator and collegial feedback from the entire cohort.

Further details on the school collaboration and field work program are provided in the syllabi for Courses EDPL 631 and 632 and Principals Leadership Program Field Work Handbook that are included in the Program's document.

Response for Internship Programs

Multiple Subject, Single Subject and Educational Specialist Internship Programs

Collaboration in the Internship Program

School districts identify and offer to hire qualified candidates in high need areas. In collaboration with the school districts, CSUCI admits qualified candidates to either the precredential or credential program. CSUCI collaborates with Ventura County Teacher Support and Intern Program to assure that interns are mentored and supported with district and university-based support providers. The VCTSI Program provides financial incentives to district-based support providers and CSUCI assigns faculty to provide supervision and support to interns and academic advisement. Semi-annually Ventura County Teacher Support and Intern Program sends CSUCI faculty to the BTSA/Intern Directors meeting so that they are kept up to date on the latest developments in the field. CSUCI participates as an active member of the Ventura County BTSA/Intern Higher Education Advisory Board. To successfully support interns, the school districts stipulate that "the District may employ new interns annually in such numbers as needed in critical staffing areas, provided that the interns do not supplant regular unit members."

Mentor teachers are selected by the district using their established procedures (e.g., publication of vacancy announcements). The district is responsible for selecting the district mentor teacher based upon the following criteria:

- *The district mentor/master teacher holds a credential in the area of the assigned interns;*
- *The district mentor/master teacher has had at least 3 years experience teaching as an educator and holds the credential appropriate for training, mentoring, and coaching the assigned CSUCI candidate;*
- *For those candidates who are bilingual, mentor teachers must be bilingual as well;*
- *The mentor/master teacher demonstrates leadership within the district through membership on committees, delivery of professional development workshops and seminars, serving as a mentor for new teachers, and so forth.*

In the Educational Specialist Program the district mentor may not be the intern's principal or supervisor.

Standard 8: District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Response

CSUCI has developed strong collaborative relationships with the K-12 school districts in our service area. Many of these relationships actually precede the official opening of the CSUCI campus when CSUCI were first established by California State University Northridge as an off campus Center in Ventura. CSUCI continues to nurture these partnerships while working to add new partners. The University is committed to the careful selection of cooperating teachers and supervising administrators who value collaboration, diversity, and inclusive educational practices. All cooperating teachers and supervising administrators have successfully demonstrated their skills over a minimum period of three years and each holds an appropriate California teaching or administrative credential for the area in which they are performing their services.

We have established criteria for the selection of both cooperating teachers (Multiple Subject, Single Subject, and Special Education) and supervising administrators (Educational Leadership) that include:

- The ability and willingness to meet regularly with the candidate to plan and provide feedback on their work with children in the classroom. For candidates in the Educational Leadership program appropriate feedback on the professional development plan and field experience responsibilities will be required.
- Cooperating teachers will model a variety of teaching strategies for their student teachers that meet the needs of their diverse student population. Candidates in the Educational Leadership Program will also be provided professional modeling and opportunities to discuss effective leadership when working with diverse learners.
- Cooperating teachers and supervising administrators will be committed to establish an environment that values the meaningful inclusion of students with disabilities, and cultural and linguistic diversity.
- Cooperating teachers will have the ability and willingness to provide candidates with opportunities to develop entry-level competencies as specified by the Teacher Performance Expectations (TPE) and Teacher Performance Assessment (TPA) standards established by the CCTC. Candidates in the Educational Leadership Program will also have opportunities to gain entry-level skills as defined by the standards established for the Preliminary Administrative Services Credential (PASC).

- Cooperating teachers will need to be sensitive to the candidates' challenges as they strive to meet the University's expectations based on the CCTC requirements for credentialing. For example, cooperating teachers will support student teachers by providing a variety of teaching opportunities leading to a culminating two-week take-over experience in the Multiple Subjects Program. Each program will have a slight variation on their "take-over" requirements. Supervising Administrators will also need to understand the Educational Leadership candidates' challenges as they learn the skills required of school leaders that include exploring professionally and personally the challenges of school leadership positions.
- Cooperating teachers and supervising administrators need to have demonstrated competencies of determining and communicating expectations, rationales for decisions and evaluation of the candidates' performance.
- Cooperating teachers and supervising administrators need to demonstrate their enjoyment of engaging in professional growth experiences through the exchange of ideas with the candidate, the University supervisor and/or the University Coordinator (Educational Leadership) and by participating in opportunities for professional activities offered by the district and University.

Sites and Cooperating Teachers

The Field Placement Office Coordinator, Jacki Gilmore, having worked with the CSUN, CSUN-CSUCI and CSUCI programs has an established record of collaborative work with school districts in Ventura and Santa Barbara Counties. In this role she has established contact with all of the school districts in the counties to identify both school sites and cooperating teachers who meet the criteria defined above. In collaboration with the program coordinators, sites and cooperating teachers are identified who will provide the required experiences for CSUCI teacher education candidates.

Student teachers have two teaching experiences. For **Multiple Subject** candidates, assignments are made at two grade levels; one in the primary grades (K-3), and the second in the upper grades (4-6) in self-contained classrooms. The Field Placement Coordinator assigns a supervisor to work with each candidate, on a regular basis, in the classroom. Typically, student teachers begin their first teaching experience in the primary grades with one supervisor. This is followed the second semester by an experience in the upper grades with a different supervisor.

Using a collaborative process, cooperating teachers are selected by site administrators, supervisors, and the Field Placement Coordinator. The selection, orientation, and assessment of cooperating teachers are an ongoing process requiring input from all parties.

In the **Single Subject** Program a similar process is used whereby candidates are given two student teaching experiences. The first semester experience is typically in a local middle school followed by a second experience in the high school setting the following semester. Supervisors are specialists in the content area of each of their student teachers having themselves taught these subjects at these grade levels. In addition to their content knowledge,

supervisors are hired on the basis of their experience and background in teaching at each of these secondary school levels.

Education Specialist Mild/Moderate: Level I and Level II students also have two classroom experiences. These student teachers have elementary and secondary assignments in both an RSP and SDC setting. They are assigned to work with experienced, highly qualified Special Education teachers who themselves have a wealth of experience to share with these candidates.

The school site placements for all **Educational Leadership** candidates is handled by the Educational Leadership Coordinator, Tim Rummel. Dr. Rummel works with the districts and schools to collaboratively agree upon a set of sites and supervising administrators who match candidate's geographic and school level preferences. Candidates are assigned and then are responsible for contacting the supervising administrator to arrange a first meeting. Responsibilities for preparation for this meeting are outlined in the Educational Leadership Program Field Work Handbook that is included in the Program document.

Throughout each term, supervising administrators receive additional ongoing support provided by the University Coordinator. The University Coordinator meets with supervising administrators to keep them informed of changes in fieldwork requirements, clarify supervision procedures, and/or to assess specific progress or concerns about candidates.

Orientation and Training

The Field Placement Coordinator, Jacki Gilmore, works with local school districts to identify cooperating teachers. Once classroom teachers have been identified and assigned a student teacher, they receive the Field Placement Handbook describing their role as a cooperating teacher. In addition the University Supervisors meet with each teacher to clarify any questions and/or provide support throughout the semester. In March, 2007 a group of experienced cooperating teachers met with the Field Placement Coordinator and Supervisors for the Multiple Subjects program to discuss a plan to formalize the training and updating process for cooperating teachers. This representative group offered ideas that the Field Placement Coordinator is now using to develop a training DVD that will provide a stronger system for preparing new cooperating teachers.

University Supervisors meet on a regular basis (usually once per semester) to review and update themselves on changes in the law or changes in the University's expectations for the candidates. The Field Placement Coordinator provides training for new supervisors and at the end of each semester, cooperating teachers are asked to complete an on-line evaluation of the supervisor and the program. Many of the University supervisors have been with CSUCI since the University offered the first Teacher Education Program in 2002.

The Field Placement Coordinator and the appropriate program coordinator introduce new CSUCI Supervisors to their role in the University. These individuals also receive peer support from experienced Supervisors in addition to receiving information and training during the Supervisor meetings. They are also given a handbook, which is updated annually.

In the **Educational Leadership Program**, orientation of supervising administrators is the responsibility of the University Coordinator. The supervising administrator receives the Principal Leadership Program Field Work Handbook that specifically outlines candidate performance requirements, supervising administrator responsibilities, and university coordinator responsibilities. Special attention is given to providing supervising administrators with orientation to the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs established by the CCTC. The University Coordinator works collaboratively with supervising administrators to create a shared understand of entry-level competency on each of the standards of candidate performance.

The textbook, Moving Leadership Standards Into Everyday Work: Descriptions of Practice is used with the candidates during their fieldwork planning. Candidates and supervising administrators are provided with a written list of suggested activities that candidates may use to fulfill the required standards. In addition conferences with the candidates as well as fieldwork seminars focus on strategies for developing competencies for each standard. As specified in the handbook, the University Coordinator meets with supervising administrators and candidates at the school sites several times throughout the program. E-mail is used to maintain current relationships. The Educational Leadership Program Fieldwork Handbook is revised periodically, based upon input from supervising administrators, candidates, and program faculty.

Evaluation of Cooperating Teachers

Prior to assigning a student teacher to any cooperating teacher, the Field Placement Coordinator personally discusses the qualifications required of cooperating teachers with the district and site administration. Administrative recommendations are extremely important in this process. After school sites and cooperating teachers have successfully worked with the University, supervisors are able to contact the site administrator and request certain placements for their students based on their knowledge of both the cooperating teacher/s and University student's backgrounds.

The role of cooperating teacher is one of the most important parts of the teacher preparation experience and every effort is made to communicate this concept to those professional educators who are actively involved in the continuum of preparing highly qualified teachers for California schools. An important expectation is that of ongoing mentoring and feedback between the student teacher and the cooperating teacher.

Candidates in the programs are also given an opportunity to formally evaluate both their cooperating teacher and supervisor at the end of each semester. Cooperating teachers evaluate university supervisors and supervisors evaluate cooperating teachers. These evaluations are reviewed by the Field Placement Coordinator and used to determine future placements.

In the Educational Leadership Program every effort is made to ensure that all assignments of supervising administrators are suitable and appropriate. After an initial meeting to clarify expectations, the University Coordinator meets with the candidate and supervising administrator at the school site several times throughout the program. The Professional

Development and Field Work seminars will provide candidates an opportunity to address concerns related to their relationship with their supervising administrator. On that rare occasion when a change needs to occur, it will be done swiftly and diplomatically.

Following each term, the University Coordinator will review the comments from candidates and supervising administrators on a form that is completed independently by candidates and supervising administrators. These forms were developed as part of the program evaluation process. The University Coordinator reviews this information with candidates and supervising administrators and provides opportunities to those involved to offer further input should changes be recommended. Problems will be addressed in a straightforward mode using the opportunity as a learning experience for all involved parties.

Recognition of Cooperating Teachers

Students enrolled in **Multiple Subjects, Single Subjects and Special Education** programs are invited to participate in a celebration at the end of their student teaching experience. The cooperating teachers are invited via a formal written invitation to attend this celebration. Candidates and supervisors follow-up on the invitation with each of the cooperating teachers encouraging them to attend the Celebration held on campus the end of each semester. Cooperating teachers receive a Certificate of Appreciation, and a long stem rose during the celebration. Each cooperating teacher receives a small stipend from the University for the services they provide.

The **Educational Leadership** program gives each supervising administrator a certificate acknowledging the administrators' efforts in preparing candidates for their role as future public school leaders.

Exhibit 1.1

Insert break

Insert Break

Exhibit 1.2

Exhibit 1.3

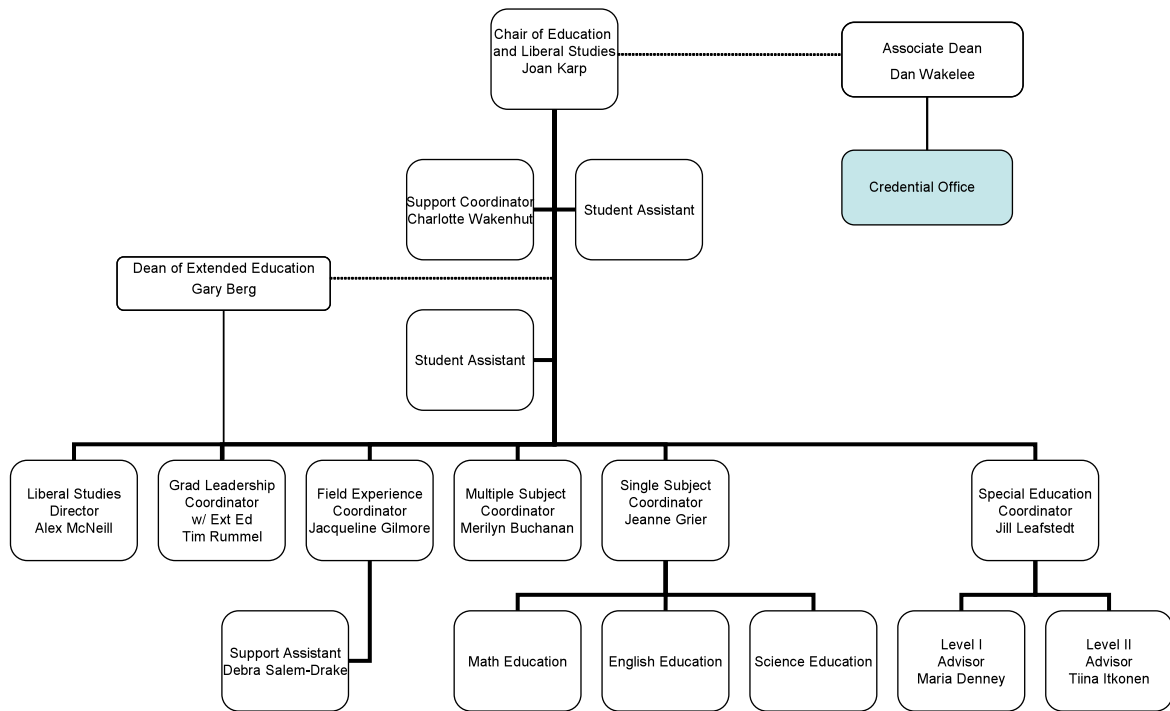
Exhibit 1.4

Exhibits 1.4

Exhibit 1.5

Exhibit 1.6

California State University Channel Islands
Education and Liberal Studies Programs



April 17, 2007

Exhibit 1.7

Exhibit 3.1

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

CHANNEL ISLANDS

CHICO

DOMINGUEZ HILLS

FRESNO

FULLERTON

HAYWARD

HUMBOLDT

LONG BEACH

LOS ANGELES

MARTIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSE

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

October 31, 2003

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

A handwritten signature in dark ink, appearing to read "Charles B. Reed", is written over the printed name and title.

SUBJECT: Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment — Executive Order No. 883

In response to a recent audit, the attached Executive Order 883 replaces Executive Order 774.

As Executive Order 774 had done, Executive Order 883 reaffirms California State University's commitment to maintaining and implementing employment policies and procedures that comply with applicable state and federal nondiscrimination and affirmative action laws and regulations. However, Executive Order 883 explicitly affirms California State University's commitment to non-discrimination on the basis of disability and to providing reasonable accommodations upon request by qualified individuals with disabilities, if doing so does not impose undue hardship on the university. Additionally, Executive Order 883 includes medical condition in the enumeration of protected statuses and specifically prohibits retaliation for filing a discrimination complaint, opposing a discriminatory act or participating in a discrimination investigation or proceeding.

In accordance with the policy of the California State University, the campus president has the responsibility for implementing Executive Order 883 and for maintaining the campus repository and index for all executive orders.

CBR/eb

Attachment

cc: Executive Staff, Office of the Chancellor
Equal Employment Opportunity Directors

Exhibit 3.2

**Education Programs
Program Personnel Standards**

**April 14, 2006
Revised October 23, 2006**

**Education Programs
Program Personnel Standards**

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Preamble

Faculty members in the Education Programs are committed to developing and implementing programs that are characterized by integrity, respect, innovation, and diversity of professional perspectives. The Education faculty dedicate resources to producing educators who are at the forefront of teaching and the administration of educational programs in the 21st century. The focus of the Education Programs is to prepare educators and administrators who are knowledgeable and responsive to the needs of all children from multicultural, multilingual, and multi-ability backgrounds. The faculty strive for the highest standards in their teaching, scholarly and creative activities, and service. As such, faculty serve as role models of excellence and professionalism. These activities are in concert with the mission of the university and the purpose and goals of the Education Programs. The Education Programs offer courses toward bachelor's degrees and teaching and administrative credentials and programs at the post-baccalaureate and Master's degree level in five areas: Multiple Subject, Special Education, Single Subject, educational foundations and school leadership.

A scholar-practitioner philosophy permeates the Education Programs, including individual course content and assignments, clinical supervision of fieldwork, and expectations for professional practice. The integration of theory and research into practice is promoted throughout the Education Programs.

Given the nature of the Education Programs, "teaching" is understood to include not only classroom instruction, but also other instructional processes, such as clinical supervision of students' teaching and other relevant field-based work. Mentoring of students' professional development, relevant to the professional career of the student, is a high priority and one that involves "educating" in the fullest sense of the word. Activities required for state and national accreditation and program coordination which are beyond the usual work of a professor are also included within teaching.

Scholarship and creative activities may include conceptual, empirical, and applied works, using a variety of methodological approaches. In terms of the dissemination of research and publications, quality and impact are more important than quantity. Even more, scholarship informs teaching and professional service activities and characterizes the program environment, where faculty seek to create and maintain a supportive community of scholar-practitioners.

Faculty view service as professional leadership in educational organizations, and also academic citizenship, characterized by collegiality, mutual respect and support, and commitment to shared community values. Commitment to faculty members' individual career goals is balanced by a commitment to the Program, University-wide responsibilities, and the professional development of students.

This document describes the standards and procedures by which Education faculty are evaluated for retention, tenure and promotion. It will be reviewed every five years and amended as necessary by a majority vote of all tenured and probationary faculty in the Education Programs. If a majority of the Education Programs' faculty determine that changes need to be made earlier than the five year cycle, then revisions to this document will be considered.

The Professional Development Plan in the Education Programs

As stated in SP 03-30, section I.1: "The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure, and promotion. The initial plan, which shall be prepared, reviewed, and approved by the end of the faculty member's first year of appointment, shall describe the activities and intended outcomes that the faculty member expects to achieve during the evaluation period. PDP narratives for teaching (professional activities for non-teaching librarians and counselors), scholarly and creative activities, and service shall not exceed 500 words each." "These narratives shall describe the faculty member's professional goals, areas of interest, resources required and accomplishments s/he expects to achieve in each of the three areas evaluated in order to meet the program standards for retention and tenure."

The Plan is developed by the faculty member with advice from the Program Chair and the Program Personnel Committee. It is written, evaluated and revised annually.

Education Program Personnel Committee (PPC) Selection

During the first semester at CSUCI, the new faculty member will meet with the chair, and other Education faculty as invited, to begin to develop a professional development plan (PDP) which will be reviewed and feedback provided by the end of the first full academic year of service. This group will assist the new faculty member with the initial stages of the RTP process at CSUCI. One step in that process is selecting a Program Personnel Committee.

1. Program Personnel Committees for Education faculty will consist of a minimum of three and a maximum of five tenured faculty members.
2. Each year, Education Program tenured and probationary faculty will compile and vote on a list of tenured CSUCI faculty to be possible PPC members.
3. The individual faculty member under review will determine the composition of their PPC based upon the approved list and in consultation with the chair.
4. The chair may either serve on the PPC or write an evaluation as chair.
5. The PPC shall have a minimum of three tenured faculty members from CSUCI, at least two of whom must be tenured Education faculty.
6. The longest-tenured Education Faculty PPC member will convene the first PPC meeting for the faculty member under review.
7. For promotion, all faculty on the PPC shall have a higher rank than the faculty member seeking promotion.
8. Between review cycles the faculty member under review may choose to change the composition of their PPC. Notification should be made to the faculty being replaced, to the chair, and to the faculty's portfolio.

Expectations for Retention, Promotion and Tenure

The Education Programs recognize three tenure and promotion categories: (1) Teaching, (2) Scholarly and Creative Activity, and (3) Service. The faculty member will be evaluated in each category and assigned a rating of "significantly exceeds the standard", "exceeds the standard", "meets the standard", "does not meet all standards of achievement", or "does not meet minimum standards of achievement" (from SP 03-30, C.1) by evaluators throughout the RTP process. Because the evaluation expectations are viewed holistically, the preponderance of performance evidence enumerated in the Standards at any one rating level will determine the overall category rating.

Yearly reappointment or retention requires that the faculty member receive at least two "3-Meets Standards of Achievement" evaluations, one of which is in Teaching. (SP 03-30, Section L.4).

For purposes of promotion and tenure, teaching must "exceed the standard."

Tenure requires that performance in two areas be rated at "4—Exceeds Standards of Achievement," one of these must be in Teaching; and one category rated at least a "3—Meets Standards of Achievement". (SP 03-30, Section M.2) The Education Programs faculty are expected to be "excellent" teachers throughout their career. Therefore, the requirements for the category of teaching are the same for each rating level on the Standards.

The following sections articulate the expectations of faculty members at various stages in the RTP Process and throughout their professional career at CSU Channel Islands.

Retention, Tenure, and Promotion Program Personnel Criteria and Standards

1.0 Teaching

Faculty in the Education Programs are expected to be effective teachers and advisors, and to participate in professional development activities.

1.1 Effective Teaching Narrative: Provide a concise self-assessment of accomplishments not to exceed 1000 words (from Senate Policy 03-30 section I.2.b.8)

1.1.1 Teaching and/or Supervision Assignments – Evidence of teaching and/or field experience assignments.

Types of Evidence:

- List of courses and/or supervision duties with briefly described relevant information such as course number, course title, section, number of units, number of students, new preparations for period under review (from Senate Policy 03-30 section I.2.b.9)

Course number	Title	Section	Units	Number of students enrolled	Notes
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1.1.2 Teaching Philosophy: Evidence of a clear connection between teaching and teaching philosophy

Types of Evidence:

- Written philosophy of teaching (Included in appendix)

1.1.3 Teaching Cycle – For one of the courses taught during this review cycle, demonstrate a connection between planning, instruction, assessment, evaluation, reflection and revision in teaching by including a short reflective narrative describing how evidence submitted demonstrates effective use of the teaching cycle (Included in appendix).

Types of Evidence:

- Syllabi
- Lesson plans/class outline/agenda
- Lecture notes from one class period
- Assessments (rubrics, assignment descriptions, quizzes, exams)
- Student feedback
- Examples of changes or improvements to teaching

1.1.4 Evaluations of Teaching - Evidence of improvement or maintenance of excellence over time and settings.

Types of Evidence:

- Student Evaluations of Teaching Effectiveness (SETEs) (Include all statistical summaries and student comments)
- A minimum of one peer review of classroom teaching (I.2.b.10)
- Statistical summaries of student evaluations (I.2.b.11)
- Evaluations of field supervision or student teaching supervision

1.2 Advising

1.2.1 Levels of Advising - Evidence of participation of advising throughout the program such as Academic advising, group advising, orientation activities, credential information sessions, open house presentations on credential or degree programs, graduate advising, and graduate research project mentoring.

Acceptable types of evidence include numbers of advisees, number of letters of recommendation for students, and evaluations of students, names and research paper topics of graduate advisees

1.2.2 Advising Workload – Evidence of the time and impact of advising duties

Types of Evidence:

- List/table of hours spent for advising activities
- List/table of number of students advised per activity
- Letters from students
- Letters from coordinators of advising activities

1.3 Incorporating Program Hallmarks into Teaching– Demonstrate the infusion of technology, integration of teaching strategies for diverse learners, differentiated instruction, assessment, and/or other effective teaching practices.

Types of Evidence

- Use of technology, such as Blackboard, Electronic course pack, Online materials, other electronic materials
- Incorporating methods and strategies for teaching diverse learners such as English learners
- Student-centered methods, such as modeling, problem based learning, case studies, service learning
- Incorporating student learning performance-based assessment, such as portfolio, peer review
- Description of team teaching or interdisciplinary teaching

1.4 Professional Development -Activities for own professional development

Types of Evidence:

- List and descriptions of conferences, workshops, or on-line activities attended or other related activities

1.5 Curriculum, Program and Course Development

Types of Evidence:

- New or revised syllabi, programs or certificates
- Curriculum Committee forms

1.6 Directed Professional Activities (Optional)

A unique aspect of the Education Program is the required curriculum and program development and maintenance required to address state and national standards and accreditation. While all faculty participate in the process, a few faculty take leadership for coordinating these activities and invest considerable time and effort in them. These efforts are recognized in workload assignments.

- **Program Accreditation Activities** such as Liaison to CCTC and/or NCATE; Preparing reports for accreditation (WASC), NCATE, CCTC; Preparing for and coordinating accreditation site visits and/or writing CCTC documents.
- **Program Coordination that includes** scheduling classes, recommending temporary faculty for hiring, coordinating field placements, identifying new field sites and cooperating teachers.
- **Coordinating and designing program and student learning outcomes assessment that includes** designing program evaluation system, overseeing implementation of program and student evaluation, developing student portfolio and rubric, managing and implementing portfolio system, collecting and analyzing data, and preparing evaluation reports.

Standards for Retention, Promotion and Tenure for Teaching

Meets the standard	<ul style="list-style-type: none"> • Philosophy is clearly stated (1.1.2) • Teaching cycle is present with a clearly stated reflective narrative with all component parts (1.1.3) • Includes evaluation of teaching elements that indicate effective teaching or improvement in one or more teaching assignments (1.1.4) • Participation in at least two advising activities per year (1.2.1/1.2.2) • Infusion of one or more program hallmarks into teaching is attempted (1.3) • Participates in at least one professional development activity per year (1.4)
Exceeds the standard	<ul style="list-style-type: none"> • Philosophy is clear and makes multiple connections to teaching (1.1.2) • Teaching cycle is present with a clearly stated reflective narrative that effectively connects the elements of the teaching cycle (1.1.3) • Includes multiple evaluation of teaching elements that indicate a record of effective teaching in a majority of teaching assignments (1.1.4) • Participation in multiple advising activities per year and makes a contribution to those activities (1.2.1/1.2.2) • Effectively integrates one or more program hallmarks into teaching (1.3) • Participates in several professional development activities per year (1.4) • Develops new or revises course syllabi and Curriculum Committee forms (1.5) • Effectively coordinates one of the following: program accreditation efforts; a credential or graduate program; or the design, implementation, and/or coordination of a program assessment system (1.6)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Philosophy is clear, makes multiple connections to teaching, and proposes innovative ideas about teaching (1.1.2) • Teaching cycle is present with an articulately stated reflective narrative that effectively connects the elements of the teaching cycle and references each element of evidence provided (1.1.3) • Includes multiple evaluation of teaching elements that indicate a sustained record of effective teaching in all teaching assignments (1.1.4) • Participation in multiple advising activities per year and makes a significant contribution to those activities (1.2.1/1.2.2) • Effectively integrates several program hallmarks into teaching (1.3) • Participates in several professional development activities and provides impact of activity on teaching (1.4) • Develops new or revises programs or certificates and related Curriculum Committee forms (1.5) • Effectively coordinates two or more of the following: program accreditation efforts; a credential or graduate program; or the design, implementation, and/or coordination of a program assessment system (1.6)

2.0 Scholarly and Creative Activities

Faculty members develop a written rationale for on-going scholarly activities, describe progress on scholarly and creative activities and how each activity relates to and is connected with their overall scholarly agenda, not to exceed 1000 words (from Senate Policy 03-30 section I.2.b.12). Additionally, the rationale should include how the scholarly activities relate to teaching and whether students are involved and in what capacity. The scope of acceptable scholarly research includes empirical, integrative, and/or applied research for example primary research on topics of interest to educators, scholarship of teaching, evaluation of school or community-based projects, and/or applied research/scholarship in schools and/or communities.

2.1 Dissemination of Scholarly and Creative Work in Publications: Evidence of scholarly and creative activities that are peer reviewed and widely disseminated.

Types of Acceptable Evidence

- Peer reviewed journal article
- Book or book chapter
- Conference paper in published proceedings
- ERIC publication
- Peer reviewed product (e.g., Collections)
- Publication in-press – book, contributor to edited book, or journal

2.2 Dissemination of Scholarly and Creative Work through Conference Presentations: Evidence of conference presentations of scholarly and creative work

Types of Acceptable Evidence

- Paper presentation and distribution at international, national, regional, state, or local conferences of original, integrative, and/or applied research
- Peer reviewed paper presentation and distribution
- Invited speaker at international, national, regional, state, or local conferences
- Discussant at a conference presentation
- Presentation proposal in review

2.3 Dissemination of Scholarly and Creative Work through Multimedia Formats: Evidence of scholarly or creative work that is reviewed and widely disseminated through web-based or other electronic formats

Types of Acceptable Evidence

- Publication (or in-press) of original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Evaluation of multimedia materials
- Number of hits on multimedia web pages
- Innovative teaching & learning products
- Multimedia projects in review

2.4 Reports for License and Accreditation: Evidence of authorship of credential program and/or accreditation reports

Types of Acceptable Evidence

- California Commission on Teacher Credentialing documents
- Program evaluation reports
- Documents received from accrediting agencies regarding the quality of the work or report

2.5 Other Disseminated Scholarly or Creative Work: Evidence of authorship of non-peer reviewed scholarly work

Types of Acceptable Evidence

- Grant reports
- Monographs
- Faculty development reports

- Articles
- Program evaluations (internal or external)
- Citations of, requests for, research presentation & publication

2.6 Grants: Evidence of grants received

Types of Acceptable Evidence

- Grant received from external or internal funding agency
- Grant proposals submitted to internal or external funding agency
- Role on grant such as Principal Investigator, consultant or contractor

2.7 Peer Reviewer: Evidence of role as editor or peer reviewer

Types of Acceptable Evidence

- Editor of journal, book, newsletter, monograph, grants, or special edition journal
- Editorial review board member
- Reviewer of journal, book, newsletter, monograph, conference proposal, grants,

2.8 Scholarly Works in Progress: Evidence of scholarly or creative works that are in progress

Types of Acceptable Evidence

- IRB submissions
- Data collected
- Research conducted or in-progress
- Manuscripts in review
- Manuscripts in progress

Standards for Scholarly and Creative Activities for Retention

Meets the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Attendance at a scholarly conference • At least one proposal submitted to a scholarly conference • Evidence of scholarly works in progress (2.8)
Exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of one scholarly and creative work that is peer reviewed (2.1, 2.2, 2.3, 2.4) • Activity in one other scholarly area (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of two or more scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4) • Activity in two or more other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)

Standards for Scholarly and Creative Activities for Tenure and Promotion

Meets the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of at least four scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4); two of which must be publications from 2.1 • Two activities in other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)
Exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of five or more scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4); three of which must be from 2.1 • Activities in two or more other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Rationale describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of eight or more scholarly and creative works that are peer reviewed (2.1, 2.2, 2.3, 2.4); five of which must be publications from 2.1 • Multiple activities in all other scholarly areas (2.5, 2.6, 2.7) • Evidence of scholarly work in progress (2.8)

3.0 Service

The concept of service embraces service and leadership activities that may operate on many levels from within the University to the broadest possible external arenas from service to the program, university, community, and profession. The faculty member prepares a written narrative that describes a concise self-assessment of accomplishments in performance of Service, not to exceed 1000 words (from Senate Policy 03-30 section I.2.b.13).

3.1 Criteria for Service to the Education Programs: Evidence of active participation on Education Programs committees and task forces.

3.1.1 Education Programs Committee and Task Force Participation: The Education Programs have many committees and task forces that are an important part of our professional responsibilities, such as membership or chair of the Education Programs Committee, Program Personnel Committee, Faculty Search Committee, Portfolio Review Committee. Types of acceptable evidence are letters or official program lists of membership.

3.1.2 Mentoring: Education Programs faculty mentor each other on teaching, scholarship, and student teaching supervision. Types of acceptable evidence include list of faculty mentored and topic or function of mentoring.

3.1.3 Participation in Student-Centered Services for Education Programs: Education Programs faculty must interview and make an admissions decision on every applicant for a Credential Program. The faculty also support students in securing teaching positions; this includes activities such as leading orientation and Information Sessions, participating in admission interviews, writing letters of recommendation for students. Types of acceptable evidence include letter from chair documenting participation.

3.2 Evidence and Criteria for Service to the University: a. Evidence of active participation on university committees and task forces, such as Academic Senate, Academic Senate Standing Committee, Advisory Committee, Task Force Committee, WASC Committee or Task Force, University-Wide Committee, University Center or Institute Committee, or sponsorship of student organizations. Types of acceptable evidence are letters or documents indicating membership or chairing of committee. b. Evidence of program, certificate, or course development and revision. Types of acceptable evidence are the materials developed such as long form, short form and syllabi.

3.3 Service to the P-16 Community: Evidence of participation on panels, boards, advisory committees, and/or work groups that assist local, regional or state programs or agencies, such as serving on panels, boards, advisory committees for schools and community agencies, program and curricular development and support activities with local schools. Types of acceptable evidence include list and descriptions of workshops conducted and letters from schools and community personnel.

3.4 Service to the Profession: Evidence of active participation on regional, state, national or international organizations or reviewer of faculty from another institution for tenure/promotion. Types of acceptable evidence include letter or roster that shows membership in the role of chair, board member, or member.

Standards for Service for Retention

Meets the standard	<ul style="list-style-type: none">• Actively participates in at least two Education Programs committees or task forces (3.1.1)• Actively participates in at least one student-centered service for Education Programs (3.1.3)• Actively participates on one University committee or task force (3.2)• Member of at least one professional organization (3.4)
Exceeds the standard	<ul style="list-style-type: none">• Actively participates in at least three Education Programs committees or task forces (3.1.1)

	<ul style="list-style-type: none"> • Chairs one or more Education Programs committees or task forces (3.1.1) • Actively participates in at least two student-centered services for Education Programs (3.1.3) • Actively participates on two University committees or task forces (3.2) • Chairs one University committee or task force (3.2) • Actively participates in at least one P-16 service activity (3.3) • Member of three or more professional organizations (3.4)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Actively participates in at least three Education Programs committees or task forces (3.1.1) • Chairs three or more Education Programs committees or task forces (3.1.1) • Actively participates in at least three student-centered services for Education Programs (3.1.3) • Actively participates on four University committees or task forces (3.2) • Chairs two or more University committees or task forces (3.2) • Actively participates in at least three P-16 service activities (3.3) • Member of three or more professional organizations (3.4) • Chair or Board Member of one or more professional organizations (3.4)

Standards for Service for promotion and tenure

Meets the standard	<ul style="list-style-type: none"> • Actively and consistently participates in at least three Education Programs committees or task forces (3.1.1) • Chairs one or more Education Programs committees or task forces (3.1.1) • Actively and consistently mentors Education Program faculty (3.1.2) • Actively and consistently participates in at least two student-centered services for Education Programs (3.1.3) • Actively and consistently participates on the equivalent of three University committees or task forces (3.2) • Chairs one University committee or task force (3.2) • Actively and consistently participates in at least one P-16 service activity (3.3) • Member of three or more professional organizations (3.4)
Exceeds the standard	<ul style="list-style-type: none"> • Actively and consistently participates in at least five Education Programs committees or task forces (3.1.1) • Chairs at least three Education Programs committees or task forces (3.1.1) • Actively and consistently participates in at least three student-centered services for Education Programs (3.1.3) • Actively and consistently participates on the equivalent of four University committees or task forces (3.2) • Chairs two or more University committees or task forces (3.2) • Actively participates in at least three P-16 service activities (3.3) • Member of three or more professional organizations (3.4.1) • Chair or Board Member of one or more professional organizations (3.4)
Significantly exceeds the standard	<ul style="list-style-type: none"> • Actively and consistently participates in at least seven Education Programs committees or task forces (3.1.1) • Chairs four or more Education Programs committees or task forces (3.1.1) • Actively and consistently participates in at least six student-centered services for Education Programs (3.1.3) • Actively and consistently participates on the equivalent of six University committees or task forces (3.2) • Chairs two or more University committees or task forces (3.2) • Actively participates in at least four P-16 service activities (3.3) • Member of three or more professional organizations (3.4) • Chair or Board Member of one or more professional organizations (3.4) • Served on a Tenure/Promotion Review for another institution (3.4)

Yearly Portfolio Template and Content Organizer (SP 03-30, section I.2.b)

1. Reserved sections for evaluations and signature pages—including all previous evaluations, placed in reverse chronological order
2. Signed checklist
3. Table of contents of the portfolio
4. Table of contents of the appendix
5. A copy of the approved Education Programs PPS
6. A current and all previous PDPs approved for the faculty member
7. A current curriculum vita that covers the entire academic and professional employment history
8. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in teaching (not to exceed 1000 words) [1.1]
9. Teaching assignments for period under review—list of classes with briefly described relevant information, including new preparations, etc. [1.1.1]
10. A minimum of one peer review of classroom teaching from each probationary year [1.1.4]
11. Statistical summaries of student evaluations [1.1.4]
12. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in scholarly and creative activities (not to exceed 1000 words) [2.0]
13. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in service (not to exceed 1000 words) [3.0]

Portfolio Appendix Contents and Order (SP 03-30, section I.2.c)

- i. A copy of the table of contents of the appendix
- ii. Supporting materials directly relevant to the presentation in the portfolio and limited to the period under review (except in probationary year three—or year four for those with two years of service credit). When promotion or tenure are being considered, materials may be submitted for the entire period of review.
 - a. For Education Program faculty these items should include the following for the Teaching Category:
 - i. Teaching Philosophy [1.1.2]
 - ii. Teaching Cycle [1.1.3]
 - iii. Evaluations of Teaching [1.1.4]
 1. Narrative portions of SETEs identified by course number, title, semester, and year
 - iv. Advising
 1. Levels of Advising [1.2.1]
 2. Advising Workload [1.2.2]
 - v. Incorporating Hallmarks into Teaching [1.3]
 - vi. Professional Development [1.4]
 - vii. Curriculum, Program and Course Development [1.5]—if applicable
 - viii. Syllabi for all courses taught during the period under review (I.2.c.3)
 - ix. Evidence of directed professional activities
 - x. Additional teaching materials and evidences
 - b. For Education Program faculty these items should include the following for the Scholarly and Creative Activities Category [2.0]
 - i. Scholarly and Creative Activity evidence organized by PPS categorization
 - c. For Education Program faculty these items should include the following for the Service Category [3.0]
 - d. Service evidence organized by PPS categorization

End of Program Personnel Standards_____