BOARD OF EXAMINERS REPORT

NCATE

National Council for Accreditation of Teacher Education

CONTINUING ACCREDITATION VISIT TO:

California State University, Fullerton
Fullerton, CA

November 11-15, 2000

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PART I: INTRODUCTION

The University

California State University, Fullerton (CSU Fullerton) is a comprehensive, regional university located in Fullerton, California, a city of approximately 123,000 located in the metropolitan Los Angeles area. The area has grown dramatically in the last decade. Demographic data of the university service area indicate a minority population of approximately 45%.

CSU Fullerton is governed by the Board of Trustees which selects the University President who serves as the chief executive officer of the university. The President is assisted by four Vice Presidents (Academic Affairs, Administration, Student Affairs, and University Advancement). The university is organized into seven colleges: College of the Arts, College of Business and Economics, College of Communications, College of Engineering and Computer Science, College of Human Development and Community Service, College of Humanities and Social Sciences, and College of Natural Sciences and Mathematics.

CSU Fullerton was established in 1957 as the 12th State College in California by action of the California State Legislature. The name changed from Orange County State College to Orange State College in July 1962, to California State College at Fullerton in July 1964, to California State College, Fullerton in July 1968, and to California State University, Fullerton in June 1972. The university is accredited by the Western Association of Schools and Colleges (WASC). The university offers the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching (Science), Master of Business Administration, Master of Fine Arts, Master of Science, and Master of Business Degrees.

CSU Fullerton is dedicated to serving the state as well as the local region through teaching, research, and public and professional service. It aspires to "combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge." The university's approximately 611 full-time and 846 part-time faculty provides instruction to over 23,000 students. The enrollment is about 70% white and 30% minority. The university is primarily a community-based institution, with one on-campus residence facility, which opened in the spring of 1988. The majority of students live in Orange County.

CSU Fullerton operates on a semester system with an Intersession and Summer Sessions and offers bachelor degrees in 50 disciplines and graduate degrees in 44 programs plus a variety of credential and certificate programs. Off-campus course work is offered at selected sites and through distance education. A satellite campus has been established on a section of the campus of Saddleback College in Mission Viejo (MVC) in south Orange County. Upper division (junior/senior) and graduate level courses and programs are offered at this location. The major and credential programs offered at MVC are identical to those at the main campus. Office space (each office for two persons) is provided for the faculty to use computer services and to meet
with students. Students at the MVC site receive all services available at the main campus and are also eligible to use Saddleback College’s Library and recreational facilities. The University Library at MVC offers access to all materials contained in the main campus library both electronically and through a daily shuttle from the main campus. The MVC students can use all facilities on the main campus.

The College of Human Development and Community Service

The CSU Fullerton Professional Education Unit is housed in the College of Human Development and Community Service (HDCS). The Dean of the College of HDCS is responsible for ongoing oversight of all credential preparation programs offered by CSU Fullerton. She reports directly to the Vice President of Academic Affairs and to the President. The Associate Dean of the School of Education serves as Director of Teacher Education. The Credentials Program Committee (CPC) is responsible for assuring programs are in compliance with accreditation requirements and credential program standards. The membership includes: the chairs of Elementary, Bilingual, and Reading Education; Secondary Education; Educational Leadership; and Special Education; the coordinators of Communicative Disorders, Reading, BTEP, MSMPP, and SECTEP; an elected member of SECTEP; and the Director for the Center for Careers in Teaching. The CPC reports to the Director of the School of Education who reports to the Dean.

The Dean is the Chair of the All University Responsibility for Teacher Education Committee (AURTEC). The AURTEC is comprised of the Vice President, Student Affairs, Vice President, Academic Affairs, deans from the variety of colleges representing teacher education programs; the School of Education Associate Dean; the department chairs from Elementary, Bilingual and Reading Education; Special Education, Secondary Education; Child and Adolescent Studies; and Liberal Studies; coordinators of MSMPP, BTEP, SECTEP; the Chair of the Accreditation Committee; and the Director for the Center for Careers in Teaching (CTT). This committee advises the Dean on decisions and policies affecting teacher education at CSU Fullerton.

The College of HDCS philosophy states that knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives to which student connect their own experiences. Based on this philosophy, faculty of the College of HDCS have adopted these goals:

1. Create classroom communities where learning is interactive and dynamic;
2. Engage in reflective teaching and learning that draws attention to the process through which knowledge is produced as well as the content to be learned;
3. Give voice to the perspectives and experiences of all of our students;
4. Model various approaches to knowledge construction and learning for our students;
5. Enable students to understand the implications for their practice of differences and similarities related to ethnicity, race, gender, age, disability, and economic status;
6. Expand learning beyond the classroom to the broader societal and institution contests where students will engage in their practice; and

7. Empower students to shape communities that are more humane.

The CSU Fullerton Professional Education Unit recently underwent major revisions and adaptations in order to maintain quality while also being responsive to local demands and state-level initiatives. First, the Elementary, Bilingual, and Reading Education; Secondary Education; Special Education; and Educational Leadership departments have been restructured into a School of Education within the newly designated College of Human Development and Community Service. Second, newly redesigned Educational Leadership programs were implemented. Third, a Blended Teacher Education Program (BTEP) for the Multiple Subject and Special Education Specialist Credential has been developed. This program allows students to complete credential requirements and a bachelor's degree in four years. Fourth, a newly created Center for Careers in Teaching (CCT) has been established. Fifth, three programs have been added to the Professional Education Unit: the Master of Arts in Teaching Science (housed in the College of Natural Sciences and Mathematics), graduate programs in TESOL (housed in the College of Humanities and Social Sciences), and the credentials and certificates in Communicative Disorders (housed in the College of Speech Communications).

The CSU Fullerton Professional Education Unit received initial accreditation by the National Council for Accreditation of Teacher Education (NCATE) in 1990 and has maintained continuous accreditation since that time. The most recent NCATE accreditation visit took place in November, 1995 and accreditation was granted. Five weaknesses were identified in the 1995 visit. Since the last NCATE visit, the unit has revised its conceptual framework; hired a number of new faculty; established partnerships with several area schools; redesigned its Educational Leadership program; and added three programs to the Professional Education Unit. In addition, a Master's Degree with concentration in Secondary Education and a Master's Degree with emphasis in Middle School Mathematics will be implemented in 2001.

The 1995 NCATE review occurred concurrently with the California Commission on Teacher Credentialing (CCTC) program review. All of the credential programs have been approved by the CCTC in accordance with the most recent standards of the Commission. Programs accredited by the CCTC include Multiple Subject, Single Subject, Education Specialist Levels I & II, and Administrative Services Levels I & II, are housed in the School of Education with the exception of the Communicative Disorders Program, which is housed in the College of Communications and the new Blended Teacher Education Program (BTEP) housed under the Institutes and Centers at CSU Fullerton. The Master of Arts in Teaching Science (MAE) and the Master of Science in Education with a concentration in the Teaching of English to Speakers of Other Languages (TESOL) are housed in the College of Natural Science and Mathematics and College of Humanities, respectively.

The unit enrollment represents approximately 11% of the institution’s total enrollment. In Fall 1999, the Professional Education Unit enrollment was 3,227. The full-time Professional
Education Unit student body (undergraduate and graduate) was 28.3% male and 81.7% female and 43% white and 57% minority. In Fall 2000, 58 faculty were full-time, 21 were full-time in the institution and part-time in the unit, and 203 were part-time. Twenty-six full-time university unit faculty are male and 53 are female and 80% are white and 20% are minority.

CSU Fullerton offers an array of programs at its Mission Viejo Campus (MVC). Since licensure programs are offered at the site, three team members spent half a day at the MVC site interviewing faculty and students, checking students records, and examining facilities and resources.

The unit has recently upgraded computer laboratory facilities in the School of Education. With the addition of a new PC computer laboratory and the remodeling/upgrading of the existing one, the school now has almost 60 computers in two labs available for instructional and independent practice use. All workstations have Internet access. The Reading Clinic computers were also upgraded, and several assistive technology workstations have been established. Software in all laboratories has been upgraded and new servers added to accommodate the heavy use. A School of Education data base system has been developed to allow for greater linkages between the Admissions and Credentials Offices and the education faculty. With training, appropriate faculty and staff may now access student information online.

The visit was a merged NCATE Board of Examiners (BOE) and California Commission on Teacher Credentialing (CCTC) visit. The six-member common cluster team received a single Institutional Self-Study Report, worked from a common interview schedule, worked together to gather and discuss the data, and then wrote separate reports relative to established standards. The NCATE team members prepared the report on NCATE standards and the State members prepared the report on State standards. Twelve additional State team members also reviewed the credential programs. The merged visit enhanced the ability of the teams to collect data and to carry out the continuing accreditation process.

The team found that four of the weaknesses cited by the 1995 NCATE team have been corrected. The weakness relative to Standard III.C Professional Assignments of Faculty is continued. In addition, one new weakness relative to Standard I.A Conceptual Framework was noted.
PART II: FINDINGS FOR EACH STANDARDS CATEGORY
Category I: Design of Professional Education

A. Observations:

Beginning in Fall 1998, the unit held a series of meetings to update the conceptual framework for the 2000 visit. The starting point was a philosophy that had guided the unit since 1990 and had been developed by faculty under the guidance of the dean. A supporting document stated: "The Conceptual Framework for CSUF’s Educator Preparation Program is rooted in the philosophy of the School of Human Development and Community Services". This philosophy, the mission of the university, and the goals of the unit were consolidated to form the conceptual framework statement prepared for the continuing visit of 2000. A summary of the conceptual framework statement is:

"The University
Learning is preeminent at California State University, Fullerton (CSUF). We aspire to combine the best qualities of teaching research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrate the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community."

Neither the Continuing Accreditation Report, interviews nor the onsite documents provided evidence that the framework had been built on a theoretical base or was informed by current research. Despite this lack of a theoretical base for the conceptual framework, an examination of the knowledge bases of both the initial and advanced programs revealed solid research and theoretical foundations grounded in the standards and practices of the appropriate learned societies. When asked about the theoretical base for the conceptual framework, members of the unit directed interviewers to the knowledge base for the individual programs. Outcomes for candidates are based on the knowledge base of individual programs. The conceptual framework statement was included on each syllabus and student outcomes reflected elements of the framework. With the exception of the review prior to the 2000 visit, there was no specific evidence of a continued systematic update or evaluation of the research base of the conceptual framework. Faculty, students and administrators were conversant relative to the elements of the conceptual framework statement but not, the theoretical basis of the statement.
California requires a baccalaureate degree prior to completion of a teaching credential program. Since most universities and programs have general education requirements, it is assumed that the general studies requirements would be met for all initial programs. The unit has initiated a new Blended Teacher Education Program (BTEP). In this program students enter as freshmen. The general studies, content, and professional studies are blended into a four-year baccalaureate program. The program leads to an initial credential in Elementary Education or Special Education. This unique program offers an alternative to the five-year model while maintaining the integrity of the general studies component.

Content studies for the Multiple Subject Matter Credential Program require either coursework in each subject area taught in the elementary classroom, or a passing score on the MSAT, Multiple Subjects Assessment for Teachers. In like manner, each of the other initial programs has specific content requirements or equivalent subject area examinations to assure that students attain competence in the content that they intend to teach.

The programs within the unit have varied models for delivering the professional segments of the program. The block programming with methods classes being offered simultaneously with field work offer an excellent model for ensuring that the professional and pedagogical concepts introduced to students can be immediately applied. In interviews with students, faculty, principals, and superintendents, this model was cited as a major strength of the CSU Fullerton programs.

Course syllabi and interviews with students indicate that candidates in the initial and advanced programs are required to integrate content and pedagogical knowledge. There is an emphasis upon the practical application of content taught using methods which are meaningful to the learner. Knowing the students and their background is a major objective in methods courses especially at the initial level. Diversity is studied and experienced by students in their courses and field experiences. Because of the diverse population found in the service area of the university, students appreciate the opportunity for multicultural study.

Graduate students are engaged in courses and activities which provide depth and/or breadth in their areas of concentration. Evidence of continued professional growth is a major focus of advanced programs. Academic training in relevant theory and knowledge, research skills, and creative exploration combine as major components of each program area.

Assessment data indicate that faculty are viewed positively regarding their performance in the classroom. Interviews, observation, and documentation showed that faculty employ varied instructional strategies that consistently facilitate candidates' ability to become effective teachers and leaders. Training in the effective use of technology is a major component in the methods courses. University classrooms are presently being wired so even greater emphasis can be placed on the use of the various instructional technologies. Interviews and documentation indicated that instruction is continuously evaluated and that this information is utilized to improve instruction. The university supports a Faculty Development Center that focuses a good deal of attention on
quality instructional practices.

The College of Human Development and Community Service (HDCS) has developed strong collaborative programs with local schools (particularly Orange County). Collaboration with K-12 educators is fundamental to the mission of the departments and is evident in their day-to-day activities. The college has developed several professional development schools and partnerships with schools to deliver their field experience components. The goal of the PDS is to draw closer connections between schools and the university so responsibility for student education is shared. Single subject candidates complete the majority of their placements at three Professional Development Districts (PDD) within the junior and senior high schools. Interviews with school faculty, principals, and university faculty and administrators indicate that these partnerships are working well for both agencies. School personnel were enthusiastic about the benefits they receive from these partnerships. Well-planned and sequenced field experiences are found in the initial and advanced levels. Field experiences are linked to the conceptual framework competencies.

Candidates experience a variety of settings including those with multicultural and exceptional student populations. Candidates at the Mission Viejo Campus (MVC) complete identical field experience requirements in the local schools and pride themselves on the strong relationships they have built with school districts surrounding the Mission Viejo site. Partnerships and the use of a Memorandum of Understanding between the unit and schools enhances collaboration and thus the quality of field experiences. Field experiences in advanced programs appear well designed and reflect the conceptual framework.

Collaboration, community building, and partnerships are identifying characteristics of the unit. Partnerships, formal and informal, offer faculty within the college and members of the professional community opportunities to collaborate on quality programs for the preparation of school professionals.

B. Weaknesses Corrected Since the Previous Visit

**Standard I.A (Advanced)** The common models articulated as foundational for the professional educational programs are not widely and firmly in place.

The knowledge bases and conceptual framework models articulated as foundational for the unit educational programs have now been firmly established for the advanced programs.

**Standard I.H (Advanced)** Multiple site field-based experiences are not provided.

Candidates in the Preliminary Administrative Credential have experiences in a variety of settings and meet the ten Domains of Candidate Competence as outlined by the CCTC.
C. Weaknesses Continued From the Previous Visit

None

D. New Weaknesses

Standard I.A (Initial and Advanced) There is no evidence to indicate that the conceptual framework had been built on a theoretical base or informed by current research.

Neither the Continuing Accreditation Report, interviews nor the onsite documents provided evidence that the framework had been built on a theoretical base or was formed by current research. When asked about the theoretical base for the conceptual framework, members of the unit directed interviewers to the knowledge base for individual programs.
Category II: Candidates in Professional Education

A. Observations

The unit has been successful in attracting high quality candidates to its programs. Candidates admitted to the initial programs for preliminary credentials must have completed an undergraduate degree in a specific area of study with a minimum 2.5 GPA in the last 60 hours of their major, have a passing score on the CBEST, demonstrate subject matter competence, and hold interviews with unit faculty. Candidates are admitted to the program as post-baccalaureate students. Students admitted to the Blended Teacher Education Program (BTEP), a four year program, must have a 3.2 high school GPA and minimum of 1100 on the SAT. If not exempt they must take the Entry Level Mathematics Test (ELM) and English Placement Test (EPT) exams during their senior year in high school.

Candidates admitted to advanced programs must have a minimum of 2.67 GPA in the last 60 hours of their baccalaureate degree. This common admission standard was recently adopted.

The university and the unit have a commitment to recruiting and retaining minorities in teacher education. The unit has developed a variety of programs to attract paraprofessional into the profession, such as the Teacher Track Project, a Paraprofessional Teacher Training Program, and a Preintern Program. In addition, the Future Teacher Program is co-sponsored by the university and runs in eighteen high schools. All of these programs were created to help alleviate the teacher shortage in the surrounding districts. The university has created the Center for Careers in Teaching (CCT). The center director assists with the recruitment of students through participation in orientation sessions on campus and at area community colleges and in career fairs on high school campuses. The unit solicits information and recommendations of prospective candidates from the university as a whole and from public school personnel. Recruitment efforts take place in nearby communities and district.

Since the university is located thirty miles southwest of a large metropolitan area in southern California, it has been able to recruit a diverse faculty and student population. North Orange County has a 40% minority population. Fifty-seven percent of the candidates in the unit are minority.

The unit and university have made every effort to expand and improve the system of student advisement. When students express an interest in teaching they are directed to the Center for Careers in Teaching (CCT). They are given a program advisement sheet for their baccalaureate program. Students in the undergraduate program have advisors in their declared majors. Once a candidate is admitted to the initial level or the advanced level program, they are given an advisor. This advisor helps the candidate map out a plan for the program in the School of Education and works with the students on professional issues. Candidates regularly make use of email and technology to communicate with advisors and instructors. Candidates are required to maintain a portfolio relative to the California Teacher Standards at the initial level.
Students in course are evaluated through presentations, projects, papers, midterm and final exams. All candidates must graduate from a state approved program. Candidates in the Multiple Subject and Special Education programs must pass the state mandated exit Reading Instruction Competency Assessment (RICA). Ninety-seven percent of the students taking the RICA passed. This was the highest institutional pass rate in the state. Candidates in the Single Subject program must show competence in their subject either through the passing of an entrance subject area test or by completing a state approved program. In both the initial and advanced programs, all course work requirements and semester hours needed to successfully complete the program are clearly explained and in printed documents.

B. Weaknesses Corrected Since the Previous Visit

**Standard II.C (Advanced)** The educational administration program is not systematic in its efforts at recruiting, advising, and monitoring candidates or in supervising their field experiences.

The educational administration program has been completely redesigned. Candidates now complete the program in cohort groups. Each cohort is led by a faculty member who remains with the group throughout the program. This model has eliminated most of the recruiting, advising, monitoring, and supervising problems.

C. Weaknesses Continued From the Previous Visit

None

D. New Weaknesses

None
Category III: Professional Education Faculty

A. Observations

Members of the professional education faculty are committed to their role as teacher scholars, engaged in the professional community. Their scholarly productivity and dedication to their students and the teaching profession is evidence that they are indeed combining the best qualities of a teaching and research university. Collaboration exists among faculty in teaching and research both within the unit and across the campus as a whole. Faculty are also engaged in a number of significant projects which show a desire to help solve the problems and meet the needs of school districts in their service area. A good example of this is the involvement of the education unit in the Beginning Teacher Support and Assessment Program which supports the development of new teachers through their induction years. Faculty members are active in professional associations, attending conferences and presenting at state and national meetings. Publications by tenure-track faculty have increased over the past five years.

Enrollment at the institution has increased tremendously in the area of teacher education. This increase has led to an urgent need for more faculty. Since the last NCATE visit, the unit has added 23 new tenure-track faculty positions. In addition, a number of part-time faculty are presently employed by the unit. The unit is committed to hiring additional full-time faculty as soon as new faculty searches can be completed.

All faculty who teach classes at the master's level hold a terminal degree. Faculty vita indicate that classes are assigned based upon advanced study in a particular area and the professional experience of faculty. Master teachers (cooperating teachers) are selected collaboratively by the university and school administrators. Selected master teachers must have a minimum of three years of experience and receive some training. Full-time and part-time faculty in all classes are regularly evaluated by students. Results of evaluations are shared with faculty and are used in promotion and tenure decisions for full-time faculty and in rehiring decisions for part-time faculty.

The faculty exhibits diversity consistent with the diverse student body that they serve. Out of a total of 79 full-time tenure track faculty positions, 33 are held by women and 26 by men. The ethnicity of this group is identified as 68 White, not Hispanic; 2, Asian/Pacific American; 2, Black, not Hispanic; 10 Hispanic; and 1 other. A total of 203 part-time faculty are under contract this semester. Among this group, 146 are female and 56 are male. The ethnicity of the part-time faculty consist of 6 Asian/Pacific American; 4 Black, not Hispanic; 37 Hispanic; and 156 White, not Hispanic. University-wide faculty hiring policies indicate a commitment to hiring and retaining a diverse faculty.

Professional development is available to all faculty at the Faculty Development Center. Many of the full-time and part-time unit faculty have participated in staff development activities especially in the area of technology. All new faculty must write a Development Plan that will ultimately become the basis of decisions regarding their tenure and promotion.
Although the amount allocated for travel is low ($110 per full-time faculty) records show that other monies are available and on average approximately $300 is spent annually per full-time faculty member for travel.

The California State University System requires a 12 unit teaching load and a 15 unit workload for all faculty. There is no distinction made for faculty who teach all graduate courses. Interviews with faculty produced evidence that this policy is detrimental to their professional productivity. The unit does make release time available especially for new faculty. This does not totally rectify the state mandated 12 hour workload requirement.

B. Weaknesses Corrected Since Last Report

Standard III. C (Advanced) Excessive teaching loads in the Department of Educational Administration prevent faculty from effectively conducting research, teaching, and providing service.

The Department of Educational Administration now follows the same guidelines as the rest of the Unit. Faculty are no longer allowed to teach extended education courses in addition to their regular load.

C. Weaknesses Continued From the Last Visit

Standard III. C (Advanced) Graduate teaching load is excessive. (Continued)

D. New Weakness

None
Category IV: The Unit for Professional Education

A. Observations

The unit is identified as those faculty and administrators within the College of Human Development and Community Service and, to a limited extent, of faculty members in other colleges within the university who deliver teacher education course work. The Credentials Program Committee (CPC) is responsible for assuring programs are in compliance with accreditation requirements and credential program standards. The membership includes: the chairs of Elementary, Bilingual, and Reading Education; Secondary Education; Educational Leadership; and Special Education; the coordinators of Communicative Disorders, Reading, BTEP, MSMPP, and SECTEP; an elected member of SECTEP; and the Director for the Center for Careers in Teaching. The CPC reports to the Director of the School of Education who reports to the Dean.

The All-University Responsibility for Teacher Education Committee (AURTEC) serves as the governing body for the teacher education program. The AURTEC has representation from all-university program areas that offer initial teacher education programs. It includes among its voting members the Vice President, Student Affairs; Vice President, Academic Affairs; deans from the variety of colleges representing teacher education programs; the School of Education Associate Dean; the department chairs of Elementary, Bilingual and Reading Education; Special Education; Secondary Education; and Child and Adolescent Studies; and Liberal Studies; coordinators of MSMPP, BTEP, SECTEP, the Chair of the Accreditation Committee; and the Director for the Center for Careers in Teaching (CCT). The AURTEC advises the Dean on all policy and program decisions concerning teacher education. The Associate Dean of the School of Education functions as Director of Teacher Education and is responsible for carrying out AURTEC directives and policies. The Director of Teacher Education is often asked to provide input on decisions relative to faculty selection, tenure, promotion, and retention decisions in other departments that have teacher education programs. Minutes show that the work of the AURTEC is organized, unified, and coordinated to ensure the unit's mission is fulfilled.

Most of the instructional programs have established advisory committees, boards, or councils for program evaluation and to provide input on ways to improve the programs. These advisory groups include faculty, students, and school personnel.

Governance, policies, and procedures provide evidence that the unit is non-discriminatory and guarantees due process.

Fifty-eight full-time, 21 part-time in the unit and full-time in the institution, and 203 part-time are responsible for delivery of instructional programs. Most of the part-time faculty members who serve in the unit have several years of association, a result that ensures integrity, quality, and continuity of the program's conceptual framework. Since the 1995 NCATE visit, 23 additional full-time, tenure track faculty positions have been added to the unit. In addition, several administrative/technical staff members have been added. The college is actively involved in a
strategic planning process. The unit has developed a set of goals for the teacher education unit.

All teacher education policies and procedures apply to both the main campus and Mission Viejo Campus (MVC) programs. Program requirements and expectations for main campus and branch campus teacher education candidates are identical. Faculty from the main campus and part-time faculty deliver the off-campus programs.

The Professional Education Unit has sufficient resources to effectively carry out its role with regard to teaching and scholarship. The facilities to support instruction, services, and other activities of the unit are adequate and well-maintained. Support for faculty development is on a par with other units of the college. There is adequate office space for all full-time main campus faculty to have an individual office with a computer that is networked for access to email and the Internet. Each faculty member has a individual telephone extension with voice mail. The faculty and candidates have access to the college technology lab, and other technology labs across the campus. Many of the college classrooms are being wired for access to the Internet and Powerpoint. The technology lab is well supplied with current educational software.

CSU Fullerton has upgraded its technology through a computer roll-out and smart classroom programs, in which every faculty and every staff member has been assigned a computer and every classroom has technology capabilities. Faculty and staff will receive a new computer every three years. The College of HDCS has a technology committee that is consistently looking at needs and discovering ways to improve technology support. Unit faculty and candidates have access to education-related computer technologies and software. Training in the use of technology is an important component of the teacher education program and the college faculty development program. Interviewed faculty were very positive about the availability of technology and the training they received. Students in various methods courses are instructed on how to access the Internet, to use email, and how to use the various technologies. The President and Vice President for Academic Affairs were also very positive regarding the importance of technology at the university.

The library holdings at CSU Fullerton provide adequate scope, breadth, and currency to support the education programs in the unit. The library was recently expanded to better accommodate the service needs of the university. The Mission Viejo Campus (MVC) students have access to all materials on the main campus. Hard copies can be obtained at the MVC site within a reasonable time. The formula used to allocate the library budget allows that a fair share of the total budget for materials is allocated to students majoring in education. The library’s budget has been increased yearly to accommodate the increased needs of the university’s students and faculty. University support in terms of library materials for education has increased each year. Sufficient library staff are available to support the library, instructional materials collections, and media/computer support services.
B. Weaknesses Corrected Since the Previous Visit

None

C. Weaknesses Continued from the Previous Visit

None

D. New Weaknesses

None